

OIC-TVET Strategic Roadmap 2020-2025



Table of Contents

| | |
|---|----|
| ACRONYMS | 2 |
| INTRODUCTION | 3 |
| 1. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) FOR THE SOCIO-ECONOMIC DEVELOPMENT | 4 |
| 2. NECESSITY AND MAIN PRIORITY AREAS | 9 |
| 3. OIC-TVET STRATEGIC ROADMAP | 10 |
| Cooperation Area 1: Legislative Framework, Governance and Promotion | 10 |
| Cooperation Area 2: TVET Teacher Education | 16 |
| Cooperation Area 3: Occupational Standards and Qualification & Quality Assurance System | 21 |
| Cooperation Area 4: Certification and Modular Training Programs | 23 |
| 4. IMPLEMENTATION OF THE OIC TVET STRATEGIC ROADMAP | 28 |
| GLOSSARY OF TERMS | 30 |

ACRONYMS

| | |
|---------|---|
| CBT | Competency Based Training |
| COMCEC | Standing Committee for Economic and Commercial Cooperation of the Organization of the Islamic Cooperation |
| DIC | Documentation and Information Centres |
| DL | Distance Learning |
| ICCIA | Islamic Chamber of Commerce and Industry and Agriculture |
| ICYF-DC | Islamic Conference Youth Forum for Dialogue and Cooperation |
| ICT | Information and Communications Technology |
| IsDB | Islamic Development Bank |
| ISESCO | Islamic Organisation of Science, Education and Culture |
| ISO | International Organization for Standardization |
| IUT | Islamic University of Technology |
| KPIs | Key Performance Indicators |
| Mooc | Massively Open Online Course |
| NGOs | Non-Governmental Organizations |
| OIC | Organisation of Islamic Cooperation |
| MAC | Monitoring and Advisory Committee |
| OIC-VET | The Vocational Education and Training Programme for the Member Countries of the Organisation of Islamic Cooperation |
| SESRIC | The Statistical, Economic and Social Research and Training Centre for Islamic Countries |
| SMEs | Small and medium-sized enterprises |
| TAC | Technical Advisory Committee |
| TVET | Technical and Vocational Education and Training |
| UN | United Nations |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations for Education, Science and Culture |
| UNEVOC | International Centre for Technical and Vocational Education and Training |
| VAE | Valorisation of the Acquired Experience |

INTRODUCTION

Nowadays, the availability of qualified and productive human resources is a *sine qua non* condition meant to build performances of national economies. In fact, the competitiveness of economies is marked by the technological skills and requires capacity buildings of the live forces in the country in order to operate the means of more and more complex and fast evolving production. In this framework, Technical and Vocational Education and Training (TVET) is a modality of education to which a particular importance should be given because it allows to ensure human resource qualification to meet the dynamic needs of labour markets and to curb the scourge of unemployment in our societies.

In fact, on the one hand, in OIC Member States, TVET is characterized by formal sector training with a structuring of guidelines, which are generally backed with well-defined national policies. This education and training are granted in official, public and private structures. On the other hand, parallel to the TVET formal sector, a fringe non-negligible proportion of the labour force is formed outside the official structures, within the TVET informal sector, through traditional trainings such as apprenticeship, to meet the employment needs of the informal sector of the economy. Thus, up to this day, the TVET informal sector have remained the sole alternative for the inclusion of a large number of young people not attending school or having a school failure. Therefore, the social and economic issues are important, with regard to the informal sector, as an effective means of combating precariousness and pursuit of economic and social development.

In this sense, at the level of TVET formal sector, after having identified the global trends as well as the orientations of international agencies and reviewed the major challenges of this sector in the OIC Member States, the Roadmap proposes strategic intervention axes for a greater relevance of the system and analysis of best practices in the areas of curricula development, organization of training, efficient methods related to the teaching of technical and professional disciplines, and implementation of new actions for a successful teaching/learning process through planning activities and organizing technical and professional fields of study, and those related to the development of learning situations, follow-up and evaluation in line with the system-quality insurance.

The Roadmap aims to improve the quality of implementing TVET programs in OIC Member States, by granting repositories of strategic action to political and educational executives, allowing them to enhance collaboration with international actors. In addition, based on good TVET system practices that have been proven globally, the Roadmap proposes a series of alternatives meant to improve practices in the Islamic world and establish innovative, effective and efficient actions for teaching and learning, both in formal and informal TVET sectors.

1. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) FOR THE SOCIO-ECONOMIC DEVELOPMENT

Economic development requires continuous efforts for building and upgrading production and management systems to face even fierce competition, we are witnessing in a world where economic borders are becoming more open. In view of this situation, the only possible choice is to have a solid economic infrastructure and qualified human resources. The qualification of human resources necessarily passes through education and training. Education is the basis of a good citizenship, and training is essential to provide productive human resources. TVET is considered among the most logical sectors of training. In fact, sectors whose value added has a great influence on economic growth are the ones that involve a large share of technology. Moreover, technological skills are key to the existing competitiveness between economies, which itself is considered necessary for significant growth.

TVET assumes the role of necessary skills training and ensure the competences of individuals in order to help them respond to the requirements of the labour market, which is subject to the economic constraints they should confront, with great effectiveness and efficiency to be competitive. This type of education and training, which is provided by a set of actors in this field as well as by economic operators, therefore requires a certain interest, and this has never ceased to make the object of concern of nations as well as regional and international institutions

Thus, the General Conference of the Organization of the United Nations for Education, Science and Culture (UNESCO), during its 38th Session in Paris in 2015, addresses the TVET issue by recalling the different references related to education and training, including the Universal Declaration of Human Rights, to the 1966 International Covenant on Economic, Social and Cultural Rights, which guarantee the right to work and study, the principles set out in the 1960 Convention regarding the fight against discrimination in the field of education, as well as the 1989 Convention on Technical and Vocational Education. It has been reported, during this conference, that TVET responds to a "developmental concern for both individuals and corporations". UNEVOC, the body in charge of TVET for the UNESCO, emphasizes the importance of TVET in the construction of the economies of nations and the production of wealth through various documents and activities.

For its part, the Islamic Organisation of Science, Education and Culture (ISESCO) accords particular attention to TVET, as evidenced by its various successive triennial plans of action. Thus, in its Plan of Action 2016-2018, judging from the TVET interest, ISESCO notes "proceeds of the importance of this type of education as the best way to inculcate in young people the skills and capabilities to ensure their employment and, consequently, to curb unemployment rife in their environments". The objectives announced in this Plan of action are subdivided as follows:

- develop teaching and training in order to improve employment opportunities for young people and their integration in the labour market;
- facilitate access and leverage on the technical and vocational education and training programs;
- ensure that the provided training meets the needs of the labour market in the Member States.

The OIC-VET Programme that was officially launched by the COMCEC Economic Summit held in Istanbul, Turkey on 9 November 2009 with the participation of the heads of states and governments of

the OIC Member States, has been supporting the activities of the Member States, improving the competencies and skills of the people according to the needs and priorities of labour markets through intra-OIC partnerships at institutional level.

OIC-VET Programme aims to:

- promote exchange of people involved in VET throughout OIC Member States, so as to increase placements in enterprises;
- enhance the quality and innovation capacity of Member Countries' vocational training systems, and to facilitate the transfer of innovative practices from one country to another;
- increase the volume of cooperation among training institutions, enterprises, social partners and other relevant bodies throughout OIC Member Countries;
- expand the transparency and recognition of qualifications and competencies, including those acquired through formal and informal learning among Member Countries;
- support the development of innovative Information and Communication Technology (ICT) based content, services, pedagogies and practices for lifelong learning.

The OIC-VET Programme focuses on increasing accessibility and raising the quality of VET, and provides an opportunity for organizations involved in VET to build OIC partnerships, exchange best practices, increase the expertise of their staff and develop the skills and competencies of the participants. The Programme covers the training areas included in the national training programmes in the Member States by introducing a transnational perspective in conformity with national priorities of the Member States.

The OIC-VET Programme has marked considerable progress and attracted interest from various stakeholders, which implemented several exemplary programmes and initiatives for the interest of enterprises, industrial companies, SMEs; business world, chambers, stock exchanges; VET institutions, centres, universities; research centres and institutes; local administrations, municipalities; and NGOs and other civil society organisations.

Global Socio-economic Context and Common Characteristics in OIC Member States

Following the recession years, the global economic and social context is characterized with all kinds of difficulties today. Economic crises followed by the recession have had a negative impact on the prospects for development and hence for the generation of wealth in the country, in both short and medium term. The main difficulties stated in the UNDP's Human Development Report 2015 starts from persistent poverty to climate change as well as to conflicts and instability. This same report emphasizes that "if the potential of all people is harnessed through appropriate strategies and proper policies, human progress would be accelerated and human development deficits would be reduced." It also puts the emphasis on the need for labour quality in strengthening human development.

Specialists agree that the current scourge in all societies is unemployment. Therefore, economic policies are aiming to combat this scourge by establishing measures to promote investment and developing means capable of ensuring efficient and competitive production, making use of the necessary human capacity and the competencies required to achieve high performance.

SESRIC Report on "The Plight of Human Capital Flight in OIC Countries" notes that the OIC Member States are largely characterized by low labour force participation and high unemployment rates in

particular among the young. Youth labour force participation in the OIC Member States decreased from 45.9% in 2000 to 43.4% in 2015, and decreased even more significantly in comparison to other groups, from 52.8% to 47.1% in developed countries and from 56.1% to 46.8% in other non-OIC developing countries. The world average has accordingly declined to 45.8% in 2015 compared to its level of 53.3% in 2000. A slight decrease in youth labour force participation was observed in young female population in the OIC Member States, which decreased from 32.2% to 31.3% between 2000 and 2015. As of 2015, youth unemployment is estimated to be 16% in the OIC Member Countries, 14.3% in developed countries and 11.7% in other non-OIC developing countries.

Unemployment presents a considerable challenge to the OIC Member States, particularly given the large number of issues it generates. The brain drain of vital human capital due to unemployment is a serious challenge confronting the OIC Member States. This is by no means a phenomenon limited to the OIC Member States. However, the challenge this poses to the OIC Member States is perhaps more significant given the critical role the youth human capital plays in development and growth. The OIC Member States have the highest brain drain compared to any other groups, at 7.41% of all skilled workers emigrating for employment.

The contribution of the informal sector to the economies in developing countries, as well as their roles in the systems of training is not negligible. According to several studies, the rapid growth of the informal sector is a major consequence of the rapid expansion of labour coupled with a low growth in formal employment. A growth in the informal sector is probably a permanent feature in the near future. This is not just a transitional phase, the way governments are designed and administered, but it also requires support systems for the small and medium-sized businesses that will remain the backbone of many developing countries' economies.

One of the relevant issues to be considered is the sustainability of informal activity. The rate of enterprise failure in the informal sector is high. Training in this sector is thus considered to be a solution for any action related to the competence of human resources. In developed countries, the economies and the education and training systems are well structured because of their formal aspect. On the other hand, in developing countries, the contribution of the informal sector in economic activities is very important due to its contribution to the generation of wealth or social development. The social aspect largely includes learning activities of trades, which can have a significant contribution on the social advancement of young people.

In most of the developing countries, informal activity and thus employment in the informal sector are presented as the only alternative for the insertion of young people who have failed school, especially those who could not complete the primary school level. It follows that in the medium term, the role of the sector along with its economic, patrimonial social and educational aspects, is irreplaceable. Economic and social issues are taken into account when the informal activity employs a huge number of individuals in the developing countries, and without this activity, poverty, which is very pronounced in most of these countries, would increase.

It is therefore useful and even essential to take into account the informal activity during the fight against precariousness and the quest for economic and social development. However, informal structures generally lack effectiveness because of two factors: the first one lies in the very nature of their organization and the second one appears in the low level of education and training related to the actors operating there. In this framework, it would be advisable to closely address the conditions of

learning with an aim to improve the performance of production systems and increase the effectiveness of a vital sector in the major part of the developing countries.

Despite the evidence of necessity to formalize informal economy, it is difficult to consider achieving significant results at this level in the medium term. It is however necessary to take into account this component in any level, particularly in the field of vocational training. This situation is especially dictated by the considerable share of the informal sector in the developing countries. In addition, this sector plays an important role of social and economic stabilization, particularly during periods of crisis or recession. It is also important to note the significant contribution of the informal sector in the poverty alleviation and the improvement of employment. However, it is unfortunately clear that current practices in the area of TVET do not place the importance that it really deserves in the informal sector of vocational training.

TVET Challenges and Input Expectations to Development

Economic and social development requires the availability of qualified human resources that are capable of operating more and more complex production means and at far larger evolving speeds. It is obvious that the needs are very diverse and can affect the different areas of human intervention in the production systems, ranging from planning to management, study, installation and maintenance of hardware resources. In this chain, the share of professional competences is very important, particularly at industries with strong value-added. No system of production can survive if it does not have human resources that are able to operate in the best conditions, improve and innovate in order to get the maximum.

The development of skills unquestionably contributes to the improvement of production means and as a result to economic growth, which is indispensable to human development on its own. Studies show that there is a strong statistical relationship between achievements in the field of education and economic growth, but the relationship is no simple cause and effect. The availability of education and training services enriches the work quality and capacity and thus improves labour market employability, flexibility and rationality.

In *OIC Labour Market Report 2015*, the skill levels of employed people in OIC countries are classified under three categories: low skills, medium skills and high skills. It is observed that while employed people with medium skills constitute around two-thirds of all employed people, its share is declining over time, which fell to 67.7% in 2014 from 72.3% in 2000. On the other hand, shares of people with low and high skills are increasing. The share of people with low skills in total employment increased from 17.1% in 2000 to 19.3% in 2014 and the share of people with high skills increased from 10.6% to 13.1% during the same period.

When compared with other country groups, OIC countries display a smaller share of high skilled employees. While the shares of medium skilled workers are falling, shares of high skilled workers are increasing in all country groups. It is important to note that even in developed countries, around 10% of workers are low skilled. It is also important to note that while the transition is from medium skills to high skills employment in developed and non-OIC developing countries; it is from medium skills to both high and low skills in OIC countries. This reflects the lower levels of economic development in some OIC countries that are not achieving progress towards jobs requiring complex technical and practical knowledge and tasks.

In the education and training systems, the TVET input share is very important. In fact, this type of education allows the skill development in order to qualify human resources and to make them active actors in economic and social development. Professional education policies are linked to the aspirations of nations and to the achievements of their economic growth. It is evident that in order to cope with inactivity among young and elderly population, policy-makers need to pay a special attention to TVET programmes. It is an effective tool, which improves skills of people and encourages labour force to be active in the market.

The development of TVET is needed to build an economy capable of facing the challenge of competitiveness. In this regard, for managers to guide and lead productions (in a broader sense), it is necessary that they have staff able to perform the said tasks subordinately. In this sense, it is customary to consider a rate of technical supervision, which is variable according to the sectors and can range from 1/2 to 1/12, with an average usually taken around 1/6. This means that for 1 trained engineer, an average of 6 technicians must be considered.

The Global UNESCO Conference, during its 38th session held in Paris in November 2015 defines the vision of the Organization in relation to TVET as follows: "TVET contributes to sustainable development by making individuals, organizations, businesses and communities strong, and promoting employment, decent work and learning throughout life in such a way as to promote inclusive and sustainable economic growth, as well as competitiveness, social equity and environmental sustainability."

The performance of the informal sector is far below the level of its contribution to the companies and to the economy. It is useful to remind that one of the factors lacking performance is that of the levels of education and training of the main actors in informal traditional sector. Education is thus an important component for the new entrepreneurs in the informal sector. Educated entrepreneurs in the informal sectors will probably need less time to undertake an independent job. A typical order related to the fate of an entrepreneur: he must acquire initial training, then develop skills through various means such as vocational training, informal training, on-the-job training, then gain access to a paid job and finally start self-employment.

2. NECESSITY AND MAIN PRIORITY AREAS

There is a continuous demand for more adaptable, multi-skilled and creative labour force. People without the capability or opportunity to develop and improve their skills face difficulties to compete for new or better job opportunities. Constant efforts should be made to develop skills in order to meet new requirements in labour market. Therefore, considering the current and future labour market challenges and demands, it is vital to develop and effectively implement mechanisms that allow people to improve their skills with a view to increasing their employability. In this context, TVET is a practical approach extensively used in developed economies in skills development for enhancing employability, but at a lower scale in developing economies.

In this context, the preparation of an OIC-TVET Strategic Roadmap has become essential to create a common framework that will support cooperation between Member States in establishing sustainable TVET policies and programs. Thus, it will support the efforts of people to develop and improve their quality of life, through new mechanisms that will provide the opportunity to find evolutionary and innovative solutions for the socio-economic development of the Muslim Ummah.

Taking into account the importance of TVET in the development of the Member States' economies, the "Workshop on Technical and Vocational Education and Training (TVET) in OIC Member Countries: Needs and Capacity Assessment" held in Ankara, Turkey on 09-11 May 2016, recommended preparation of a Strategic Roadmap for TVET. The Statistical, Economic and Social Research and Training Centre for Islamic Countries (SESRIC) and the Islamic Organization for Education, Science and Culture (ISESCO) have coordinated the preparation of the said Strategic Roadmap in collaboration with TVET authorities of OIC Member States. The vision of the OIC TVET Strategic Roadmap is to improve well-being of people in OIC Member States and eradicate socio-economic developmental challenges they face through joint-action.

OIC TVET Strategic Roadmap is part of the OIC 2025 Plan of Action and would contribute to the implementation of the goals of Poverty Alleviation; Employment, Infrastructure and Industrialization; Education; and Advancement and Empowerment of Women, Family Welfare, and Social Security. The Roadmap is also in line with Sustainable Development Goals (SDGs) and constitutes the necessary steps towards achieving the SDGs, especially in regards to Goal 1 (No Poverty), Goal 4 (Quality Education), Goal 8 (Good Jobs and Economic Growth), Goal 10 (Reduced Inequalities), and Goal 17 (Partnership for the Goals).

The OIC TVET Strategic Roadmap envisages investing in a set of policy options in OIC Member States. The priorities in the Roadmap can be grouped under four main areas of cooperation that need attention, namely:

1. Legislative Framework, Governance and Promotion
2. TVET Teacher Education
3. Certification and Modular Training Programs
4. Occupational Standards and Qualification & Quality Assurance System

3. OIC-TVET STRATEGIC ROADMAP

Cooperation Area 1: Legislative Framework, Governance and Promotion

Priority 1.1: Improving the national legislative and regulatory framework on TVET

Objective 1.1.1

Revise the national legislative framework and institutional structure on TVET

Actions

- i. Identify major national ministries and agencies responsible for developing TVET policy;
- ii. Propose a frame of reference on which the various countries will rely, in order to elaborate their legislative framework, governance and promotion of TVET, while fostering cooperation among the OIC Member States;
- iii. Encourage individual states to put in place / improve a legislative and regulatory framework for the steering of TVET;
- iv. Thoroughly investigate the pluses and minuses before working on TVET programs or studies;
- v. Assist Member States, when needed, to identify the capacity, the resources and the adequate infrastructure for developing the TVET programs;
- vi. Comply with international quality trends and standards: share experience on comprehensive, sectoral or thematic evaluations of education, training and research systems;
- vii. Advise countries in TVET legislation, and adopt a legislative and regulatory framework on development and professional national and regional skills qualifications policies;
- viii. Prepare a framework to pave the way for “training units and operational support” to strengthen technical universities and vocational sections and their funding methods;
- ix. Review organizational structures of the Ministry and the structures under its supervision and trusteeship;
- x. Set up a legislative framework to establish a regional TVET unit in charge of the administrative and financial management of all TVET centres;
- xi. Conduct a comparative research on different OIC Member States’ TVET legislative framework;
- xii. Prepare a legal framework that requires coaches to undergo pedagogical basic training to qualify as experts in pedagogical efficiency leading to a recognized certificate of pedagogical efficiency;
- xiii. Share good case studies among Member Countries about legislative framework;
- xiv. Identify and prepare the education programs according to the needs of the countries;
- xv. Draft legislation and regulations in line with the terms of reference.

Objective 1.1.2

Develop cooperation between private and public sectors in the national government system in order to focus the demand and needs of private sector

Actions

- i. Involve different stakeholders of TVET in each stage of the system (integrated framework);
- ii. Develop cooperation between vocational training centres;
- iii. Accompany in the implementation of strategies to involve and empower the private sector in the implementation of TVET policies;
- iv. Integrate private sector into public sphere by the help of stakeholders;
- v. Conduct studies and surveys on the actual needs of the labour market;
- vi. Develop capabilities of the centres and upgrade them through standard TVET strategies and systems to obtain an international accreditation and recognitions;
- vii. Develop dual and alternating school-work trainings;
- viii. Include private sector institutions and make them an active actor for supporting the trainings;
- ix. Enable the work of a single authority for TVET, which brings together all the main actors to know the real needs of the labour market and link them to educational programs.

Objective 1.1.3

Reform legislation according to the needs of the labour market

Actions

- i. Develop standard/centralized methods of assessing the labour market needs;
- ii. Engage relevant departments (industry, trade, agriculture and social protection) in developing training needs and labour market requirements.
- iii. Create opportunities and jobs that meet the needs of the labour market;
- iv. Encourage lifelong learning;
- v. Facilitate access to the TVET education for all people;
- vi. Enact laws for reducing informal economy;
- vii. Revise laws and regulations on the certification standards;
- viii. Prepare the legal framework for the adoption of the qualification system for vocational training institutions;
- ix. Prepare the legal framework to make a pedagogical follow up of TVET which includes coaches and management as part of the highly trained and selected internal panel discussion;
- x. Set up a legal framework to recognize the achievements of experience in the context of active life (Validation of the Acquisition of Experience);
- xi. Set up legal provisions (training plan, skills assessment etc.) facilitating the employees access to continuous vocational training.

Priority 1.2: Strengthening the governance of TVET for better management of the system

Objective 1.2.1

Promote good governance between different institutions related to TVET

Actions

- i. Specify the role of different institutions and actors in TVET;
- ii. Advise governments on all aspects of TVET and co-ordinate different roles undertaken;
- iii. Strengthen the governance of TVET and harmonize TVET institutions rating systems to improve comparability;
- iv. Advise on admissions and take steps to harmonize entry requirements and duration of courses at technical institutions by reference to international law;
- v. Establish a National Quality Assurance Framework;
- vi. Focus on several initiatives to harmonize delivery of TVET, which is responsive to the changing economic requirements, demand driven and industry-led to ensure the availability of high-quality skilled workforce;
- vii. Provide an enabling environment and a good support system to ensure the effectiveness of TVET;
- viii. Strengthen public-public, public-private and private-private partnerships;
- ix. Strengthen the collaborative effort of the region in training, such as planning and preparation of preliminary maps, establishment and management of training institutions;
- x. Strengthen the role of NGOs in the system;
- xi. Establish a bridge between formal, literacy and non-formal education systems and TVET programs for a better employment prospects for the learners;
- xii. Establishing an efficient evaluation system to carry out capacity-building programmes for the benefit of the staff in charge of monitoring and evaluation of TVET system.

Objective 1.2.2

Periodically develop or review the human resources strategy

Actions

- i. Formulate policies for upgrading the system of human resources development;
- ii. Include human resources planning in the process, making sure that there is competent and sufficient human resources to accomplish activities on TVET;
- iii. Plan and specify the number and the human resources pooling that would play important roles in the implementation of TVET activities;
- iv. Analyse human resources needs and develop their capacities and skills.

Objective 1.2.3

Establish an evaluation system

Actions

- i. Develop a mechanism to evaluate the quality of the management;
- ii. Conduct the systems and TVET actors' performance audits in TVET;
- iii. Set the level of skills standard to be attained and continuously review the skills standards as required by the industries players and the national requirement;
- iv. Develop the impactful programmes and reduce low priority investment in infrastructure for better management, through the streamlining of the national qualification framework and harmonization of various ranking systems across both private and public TVET;
- v. Prepare periodic reports on human resources system and profitability to present to the government for consideration and amendment;
- vi. Create a mechanism for monitoring the levels of the education and training system standard and carry out surveys to monitor the integration of graduates and the assessment of their skills by the employers;
- vii. Establish mechanisms for monitoring and anticipating expected skills needs as well as partnerships between training institutions, the Ministry of Employment and social economic actors in order to continually adapt the training to these needs;
- viii. Standardize the assessment process for different ministries within the countries and also within the region;
- ix. Develop statistical capacity on TVET;
- x. Create a monitoring mechanism for TVET institutions graduates on the regional and national level;
- xi. Establish a monitoring and follow-up observatory for TVET at the OIC level.

Priority 1.3: Promoting awareness raising

Objective 1.3.1

Improve the perception of TVET and attracting more trainees for vocational and technical training

Actions

- i. Launch campaigns to create awareness in order to change the perception of the community or citizens of countries and contribute to the rigorous promotion for the purpose of sensitization;
- ii. Establish centralized referral information platforms to educate citizens about the importance of education and vocational training and the opportunities they provide;
- iii. Diversify training paths, enhance the quality and delivery of TVET to improve graduates employability;

- iv. Raise political and social awareness to elaborate appropriate guidelines for the community;
- v. Ensure easy access to trainings, easing the training process that becomes more difficult if people need to work hard and save money to get their own training;
- vi. Promote activities towards young people, and show them the benefits of the programs and help them to make their best choice.

Priority 1.4: Establishing a financing system for TVET

Objective 1.4.1

Raise funds in TVET

Actions

- i. Develop a strategy for more funding in the TVET sector;
- ii. Ensure adequate and increased funding system by the assistance of OIC Member States;
- iii. Develop a more efficient funds utilization and management procedure;
- iv. Ensure adequate and increased funding so that relevant equipment can be acquired;
- v. Lay down criteria that require funding to be delivered based on success recognition;
- vi. Develop an appropriate institutional framework to sustain high level of internally generated revenue;
- vii. Improve governance and diversification of finance sector to be more involved in TVET issues;
- viii. Create a tax on learning and vocational training.

Objective 1.4.2

Improve access to donor funds locally and internationally

Actions

- i. Improve access to funds from government agencies;
- ii. Setting up a centralized TVET funding with strategic partnerships;
- iii. Supporting and funding strategic and collaborative partnerships in education and training;
- iv. Cost sharing with beneficiaries.

Priority 1.5: Improving social inclusion of youth and disadvantaged people

Objective 1.5.1

Facilitate access to TVET education of the disadvantaged people

Actions

- i. Establish specialized institutions in deficit regions to strengthen equal opportunities;

- ii. Set up early guidance systems;
- iii. Establish a system of mobile teams of learners, such as training fairs for vulnerable populations and in inaccessible areas;
- iv. Encourage inclusive education in TVET system.

Objective 1.5.2

Promote gender balance in TVET education

Actions

- i. Take actions in order to facilitate access to TVET education for all girls and women;
- ii. Encourage families to enrol their girls in training centres within technical schools;
- iii. Implement a gender-sensitive life-long guidance system;
- iv. Establish a mechanism of academic support for girls in order to improve their achievement;
- v. Promote equal opportunities in having access to all courses for both sexes;
- vi. Provide lifelong education for adults.

Objective 1.5.3

Improve the employability of young people

Actions

- i. Develop apprenticeship training (young people aged 15-35), mainly in the fields of agriculture and handicrafts, high impact fields within the countries that would contribute to nation building;
- ii. Conduct a research on the reasons for migration of young people and their unemployability;
- iii. Develop employment agencies to facilitate finding job for young people;
- iv. Promote TVET through career pathways in the primary, secondary, and higher education as a platform leading to professional integration;
- v. Prepare specifications for targeted professional careers;
- vi. Conclude agreements with companies to facilitate the process of getting internship periods for interns and graduates;
- vii. Facilitate the reorientation of young graduates of programs that do not lead to employment;
- viii. Improve trainees' information of promising sectors and orienting them towards these sectors;
- ix. Develop reinforcement mechanisms to support TVET students.

Cooperation Area 2: TVET Teacher Education

Priority 2.1: Improving the TVET teacher training and education system

Objective 2.1.1

Develop TVET teacher capacities

Actions

- i. Strengthen the capacities of the teacher to apply the techniques of active pedagogy, and revitalize pedagogical supervision for better training of teachers;
- ii. Elaborate a plan towards developing trainers' skills;
- iii. Develop the skill of the teacher according to the labour market needs;
- iv. Keep pace with technological advancements and use appropriate technology in TVET;
- v. Develop effective instructors, such as highly experienced industry personnel to become instructors and experts;
- vi. Develop training centres for trainers/managers and for pedagogical and training engineering;
- vii. Design and implement knowledge exchange program among OIC Member States;
- viii. Provide teachers with teachings kits;
- ix. Encourage pedagogical groups creation in technical school and vocational training centres;
- x. Establish teaching periods in companies for teachers to make their teaching contents in line with the reality of the world of production;
- xi. Establish documentation and information centres (DIC) in TVET training institutions;
- xii. Improve the quality of materials used for training available to all trainers;
- xiii. Integrate the trainers with industrial experience into the system;
- xiv. Develop skills to teach entrepreneurship and personal skills;
- xv. Redefine the TVET teacher recruitment system;
- xvi. Define an initial training policy as needed for TVET;
- xvii. Develop training of trainers of OIC countries according to the needs of the national economy;
- xviii. Establish a monitoring and classification body of the OIC countries for the training of TVET teachers;
- xix. Make the teaching profession of TVET attractive, and eliminate "dead ends" and barriers in the system;
- xx. Revitalize the universities that train TVET teachers in order to focus more on the needs of the industrial world;
- xxi. Improve industry infrastructure to teach teachers or students in classrooms;
- xxii. Develop a system of nationally and internationally recognized awards and qualifications.

Objective 2.1.2

Promote continuing education for teachers

Actions

- i. Organize or create a platform for attachment with industries so teachers will have the first-hand knowledge in the skills needed and updated the skills by the labour market;
- ii. Developing textbooks, training manuals and instructional media for professionals;
- iii. Institutionalize the convening of pedagogical days under the direction of pedagogical supervisors;
- iv. Develop distance education (DL, Mooc, etc.) in TVET;
- v. Organize study tours for teachers;
- vi. Develop a career path for teachers;
- vii. Offer a range of programs to continually update knowledge and skills in the relevant field;
- viii. Provide a rigorous support system for TVET teachers in content development, student engagement and association zones;
- ix. Provide mixed online and digital learning on TVET teachers for knowledge of skills enhancement;
- x. Require qualified and market-oriented educators;
- xi. Organize a professional platform for networking and experience sharing;
- xii. Organize visit / industry explore / seminar / workshop for updating skills needed by labour market demand;
- xiii. Develop multimedia, distance education in TVET;
- xiv. Improve the course on quality of service and training provided by teacher training centres;
- xv. Continue dual expertise program to meet the need for professional teachers in VSE schools;
- xvi. Involve the commercial and industrial sectors according to the training of teachers of vocational education in industries and schools;
- xvii. Develop training programs and materials that give you more knowledge and theoretical skills;
- xviii. Improve industrial cooperation with professional teachers;
- xix. Evaluate the impact of continuing education on the quality of training;
- xx. Set up a system or training program, in companies for all teachers;
- xxi. Develop annual continuing education plans in TVET trainer for the needs of each OIC country;
- xxii. Integrate continuing education of OIC TVET teachers into their career plan;
- xxiii. Provide continuing education allowance awards to TVET teachers in OIC countries;
- xxiv. Organize in-service teacher training.

Objective 2.1.3

Develop TVET teacher quality

Actions

- i. Participation of teacher researchers in skills/vocational TVET training programs for analysing and providing recommendations;
- ii. Develop programs to make the TVET teacher profession more attractive;
- iii. Take action towards developing the motivation of the TVET teachers;
- iv. Establish a master plan for training engineering to ensure the quality of training offerings in line with labour market requirements;
- v. Include a lifelong learning process for the TVET teachers and trainers to update their knowledge and experience in order to adapt to innovations;
- vi. Establish job descriptions in details related to the TVET teachers and be aware of developments of the jobs;
- vii. Offer various certification programs to maintain the eligibility of a registered teacher;
- viii. Attract the attention of young graduates in the field of education by offering a competitive salary;
- ix. Innovate the teaching and learning system;
- x. Study pre-training skills according to the demand of the labour market;
- xi. Improve teacher qualification / improvement of academic qualification of professional teachers;
- xii. Develop teachers' skills in the labour market / global business / industrial needs;
- xiii. Increase the number of universities / polytechnics / colleges that produce more qualified and competent TVET teachers.
- xiv. Define and energize resources for TVET teacher training;
- xv. Involve professionals in TVET teacher training;
- xvi. Strengthen the control structure(s) or quality assurance(s);
- xvii. Develop partnership among the OIC countries in the training of trainers.

Priority 2.2: Promoting the TVET Teacher Education System

Objective 2.2.1

Encourage changes to make TVET teaching profession more attractive

Actions

- i. Develop programs to make the TVET teaching profession more attractive;
- ii. Improve the status of TVET teachers;
- iii. Encourage the creation of a flexible national TVET network that promotes excellence in skills development;
- iv. Put an advertising plan in place to ensure the importance of TVET education for the community;
- v. Encourage the participation of the World Skills Competition, the Job Fair and other activities to promote innovation.

Objective 2.2.2

Develop capacity of training centres for TVET teachers

Actions

- i. Urge the private sector to contribute to the TVET sector through internships, offering incentives to workers;
- ii. Conduct a realistic study of the community using solid data to determine the number of TVET teachers needed;
- iii. Ensure research and development (R & D) in TVET;
- iv. Establish sector committees in institutions composed of professionals and teachers to follow the training and work of teachers;
- v. Effective mastery of evaluation of teacher education programs;
- vi. Strengthen the capacity of teacher training centres;
- vii. Improve the quality of key teachers, instructors and primary teachers.

Priority 2.3: Developing collaboration with TVET actors

Objective 2.3.1

Increase cooperation in TVET teacher training with industries

Actions

- i. Recruitment of TVET teachers, instructors with sufficient experience in the industry and technical support staff;
- ii. Involve professionals in teacher evaluations;
- iii. Strengthen the full participation of the social partners, employers and professional associations;
- iv. Import capacity of TVET teachers / managers from public and private institutes;
- v. Strengthen links between industry and institutes;

- vi. Increase cooperation in TVET teacher training with other ministries, agencies, local governments, and business and industry;
- vii. Encourage the private sector to establish teacher / university training institutes that meet the needs of the labour market;
- viii. Invite the expertise of industrial companies to train the teachers of the vocational school;
- ix. Initiate incentives for the needs of the companies involved in the training of TVET teachers;
- x. Develop TVET offer programs that share industry links based on needs and time;
- xi. Support and promote the development of a national network of TVET institutes;
- xii. Include all segments of the population in personal development opportunities totally and equally.

Objective 2.3.2

Develop cooperation in the training of TVET teachers with OIC Member States

Actions

- i. Establish a national council (including professionals) to monitor the evolution of TVET;
- ii. Develop the public-private partnership among the OIC countries, drawing on existing good practices;
- iii. Identify sectors leading the national economy for the need for teacher training in TVET;
- iv. Clearly define the sheet of a win / win partnership between EFPT institutions and businesses at the state level;
- v. Promote study tours of EFPT companies / trainers between OIC Member States;
- vi. Increase the capacity of vocation teacher associations and professional working groups across the country;
- vii. Increase partnership programs between teacher training centres of OIC countries;
- viii. Promote exchanges between OIC member countries (executing country, sending countries of emergence in the field of in-service training of TVET teachers);
- ix. Create a needs assessment body of OIC member countries in the field of continuing education of TVET teachers;
- x. Strengthen educational and professional skills by calling on professional experts from other countries;
- xi. Bridge the shortage of TVET teachers in OIC countries.

Objective 2.3.3

Collaborate with companies or organizations to meet needs

Actions

- i. Promote public-private partnership;
- ii. Participation of social partners and civil society in the management of the TVET system;

- iii. Make a series of well-designed TVET programs relevant to current and future labour needs;
- iv. Integrate the elements of vocational training in general education;
- v. Offer online and digital learning for the underprivileged groups of society through social media;
- vi. Focus on practical training for industry-related students and teachers (online / offline training);
- vii. Offer incentives to those who obtain a professional certification;
- viii. Promote the role of entrepreneurship in TVET;
- ix. Strengthen the capacity of TVET program managers.

Cooperation Area 3: Occupational Standards and Qualification & Quality Assurance System

Priority 3.1: Developing a policy for a common certification system

Objective 3.1.1

Establish a common system for accreditation

Actions

- i. Identify common frameworks for OIC countries;
- ii. Adopt references and occupational groups needed by the labour market;
- iii. Develop a recognition of certifications and qualifications system;
- iv. Recognize skills that focus on the equivalence of qualifications and that seek their harmonization between jurisdictions over time;
- v. Develop standard quality standards in Member States to adopt training providers to improve all aspects of the training process;
- vi. Develop a uniform guide for professional certification;
- vii. Issue a unified guide after studying the situation in all Member States;
- viii. Raise the capacity of technical institutions for a database of professionals;
- ix. Encourage the establishment of accreditation institutions in countries without institutions;
- x. Adopt terms of reference and standards of uniform qualification;
- xi. Establish a platform to exchange experiences among accreditation institutions in Member States;
- xii. Establish a unit to follow up graduates from vocational training institutions.

aspects of the training process

Objective 3.2.1

Develop a directory of national professional certification

Actions

- i. Develop a system, guidelines, mechanisms, and manual to implement a quality assurance system for TVET institutions;
- ii. Create tracking tool of professional certifications (national repository of professional certifications, professional certification inventory);
- iii. Extend the capacity of technical establishments to create a database of national professional;
- iv. Develop licensing and accreditation of institutions;
- v. Promote the creation of accreditation bodies;
- vi. Ensure the quality and transferability of qualifications.
- vii. Adopt a unified term of reference and qualification standards for the required professions in the OIC labour market to facilitate the movement of professionals;
- viii. Adopt a unified accreditation system such as ISO and others, and establish partnerships between countries;
- ix. Simulate and use mutual experiences between Member States.

Objective 3.2.2

Promote cooperation and coordination among stakeholders

Actions

- i. Establish a strategic partnership with TVET institutions of similar nature with regional expertise in the developed disciplines in order to cooperate and benefit from their experiences;
- ii. Formulate and implement joint projects;
- iii. Share information with partnerships to be more successful;
- iv. Involve the decision makers with trainers, technicians on the process of this cooperation;
- v. Encourage the work and realization of joint projects;
- vi. Exchange ideas and plans to develop common vision and tasks

Priority 3.3: Developing a National Vocational Qualifications Framework

Objective 3.3.1

Establish job references in line with industries

Actions

- i. Set up specialized Technical Advisory Committee (TAC);
- ii. Share job references and programs throughout the website;
- iii. Exchange ideas and plans to develop/enhance strategic partnership for a shared vision and mission;
- iv. Create opportunities and jobs that meet the needs of the labour market.

Objective 3.3.2

Institutionalize Workplace Assessment and National Vocational Qualifications

Actions

- i. Develop mechanisms for licensing and accrediting TVET institutions;
- ii. Conduct occupational tests for those who are involved in technical and vocational work;
- iii. Set up a quality assurance body for occupational licenses;
- iv. Establish assessment and evaluation institutions supplied with “quality assurance system” to prevent uncertificated workforce.

Objective 3.3.3

Strengthen institutional capacity on Vocational Qualifications

Actions

- i. Set up and develop quality of the standards for technical and vocational education and training to control the quality of outcomes;
- ii. Strengthen the capacities of the personnel working in bodies responsible for professional qualifications.

Cooperation Area 4: Certification and Modular Training Programs

Priority 4.1: Developing collaboration between TVET institutions and industry to design the TVET curriculum

Objective 4.1.1

Ensure that the knowledge and skills are acknowledged by the current and new workforce and the society as a whole

Actions

- i. Define the role of stakeholders in certification and modular training;

- ii. Promote vocational training at all levels of the education and training system and institutionalize partnerships with companies;
- iii. Establish an accord and a permanent framework for dialogue with the socio-professional community;
- iv. Develop, manage and provide convenient and high-quality TVET to enable students acquiring knowledge and technical skills;
- v. Provide necessary infrastructure to develop the student's creativity and encourage associations and centres to take care of their talents;
- vi. Provide students with the knowledge and skills that will motivate them to look for a work that emphasize self-development and entrepreneurship;
- vii. Take into account the skills of operators in the informal sector in terms of training and certification;
- viii. Define a minimum level of professional knowledge and skills based on competencies-based approach.

Priority 4.2: Review assessment methods of students and trainees and develop a national scheme of certification

Objective 4.2.1

Design certification engineering

Actions

- i. Develop an institutional framework for full and appropriate certification;
- ii. Strengthen the link between the National Professional Certification Commission and the training plan;
- iii. Strengthen the modes of alternate training at all levels of training on public-private partnerships;
- iv. Create industry led curriculum;
- v. Promote technologists, single rating system, and industry skill effectiveness;
- vi. Associate accreditation programs with the Professional Standards Development Program.

Objective 4.2.2

Strengthen Qualification Certification

Actions

- i. Strengthen tools for identifying / defining the needs of sectors and occupational branches;
- ii. Operationalize certification by empowerment;

- iii. Improve the international visibility of qualifications.

learning

Objective 4.3.1

Establish the legal and operational framework for the Valorisation of the Acquired Experience (VAE)

Actions

- i. Organize sessions on Valorisation of the Acquired Experience (VAE);
- ii. Adopt a VAE legal instrument;
- iii. Analyse different systems of VAE in order to implement appropriate system for the country;
- iv. Develop a common strategy for the development and recognition of the skills of TVET actors;
- v. Establish partnerships with institutes for the continuing education for Trainers;
- vi. Promote the validation of prior learning for company employees;
- vii. Support quality lifelong learning opportunities;
- viii. Involve the politicians to revise laws and regulations on the certification standards.

Priority 4.4: Encouraging countries to develop a flexible modular programme

Objective 4.4.1

Develop curricula in new and emerging areas with strong stakeholder participation

Actions

- i. Extend the scope of the continuing training to cover, in addition to employees, new uncovered populations (non-salaried professionals, employees in loss of employment, professional reconversion or retraining);
- ii. Base the preparation on the Competency-Based Approach (repository of professional skills, training repository, assessment repository, guidebook of material and pedagogical organization);
- iii. Review existing curricula;
- iv. Upgrade facilities to take care of the new development in technology;
- v. Extend professional skills training through open access basis in public institutions;
- vi. Increase the cooperation with government and private sector education cooperation;
- vii. Transform the private sector into institutions that provide good training on TVET;

- viii. Open the way for students to enrol in technical and vocational education and complete their graduate studies;
- ix. Increase the number of evaluators at vocational secondary schools.
- x. Develop learning outcomes based curricula and credit system for TVET courses and modules

Priority 4.5: Establishing an efficient learning approach based on the needed skills

Objective 4.5.1

Promote the dual system

Actions

- i. Develop internship programs and on-the-job trainings;
- ii. Teach foreign languages that best promote the employability of the workers;
- iii. Develop literacy in national languages for employees who have not been attending school in order to encourage their career development;
- iv. Integrate the process of internationalization regional hub of teaching and research;
- v. Establish an integrated information system and a management control for dual system to work;
- vi. Adopt a skills-based apprenticeship program for the benefit of the learner and the educational institutions themselves;
- vii. Provide material for executive programs, allocation of appropriate curriculum for each unit;
- viii. Introduce new methods of active learning and ICT-based assessment into TVET curricula.

Objective 4.5.2

Develop appropriate pedagogical methods

Actions

- i. Encourage pedagogical innovation and partnership with the industry by adopting work-life training and using technology;
- ii. Adopt a training engineering on the national level within which pedagogical aspects of training interventions take place;
- iii. Develop a standard vocational training term of references using the competency based training (CBT) approach;
- iv. Ensure the TVET is an integral part of the educational system at the national level and initiating vocational guidance from early stages;
- v. Integrate soft skills training curricula training modules;
- vi. Develop distance education through the setting up of e-learning platforms and centre of excellence;

- vii. Link the program to the demands of the labour market;
- viii. Contribute to trainee skills and thus to the country's economy in a sustainable way with appropriate training programs;
- ix. Encourage continuous innovation in line with global developments, especially in advanced industrialized countries;
- x. Improve entrepreneurial and creative activities.

4. IMPLEMENTATION OF THE OIC TVET STRATEGIC ROADMAP

The success of the OIC TVET Strategic Roadmap depends not only on the identification of the main areas of priorities but also on the full commitment of the OIC Member States in observing the fact that the effective implementation of the Strategic Roadmap will require realising concrete programs, projects and initiatives that would include timeframes, budgetary allocations, key performance indicators (KPIs) as well as specific roles of OIC Member States, the General Secretariat and relevant OIC Institutions.

It is essential to develop an integrated approach in order to make sure that policy actions are connected to other policy domains. In order to prevent duplication or eliminate any potential clashes with other policy domains, the Strategic Roadmap needs to be implemented with other ministries such as labour and social policy, youth and family, industry and technology as well as with local entities and national institutions.

Developing a reporting mechanism would be necessary to monitor progress in the implementation of the Strategic Roadmap. The OIC-VET Monitoring and Advisory Committee decreed by the decision of the COMCEC Economic Summit held in Istanbul, Turkey on 9 November 2009 with the participation of the heads of states and governments of the OIC Member Countries shall be responsible for the overall implementation and monitoring of the Programme. The membership of the OIC MAC Committee comprises representatives from National Focal Points of Member Countries and OIC institutions in the field of vocational education and training, mainly SESRIC, IDB, IUT, ICCIA, and ICYF.

The work of the OIC-VET Monitoring and Advisory Committee will be facilitated by a specific Working Group on Strategic Plan established by the “Workshop on Technical and Vocational Education and Training (TVET) in OIC Member Countries: Needs and Capacity Assessment”, which was held on 09-11 May 2016 in Ankara, Turkey.

SESRIC, as the nominated Executing Organ for the OIC-VET Programme, and ISESCO, as the main OIC organ in the area of education, shall be actively engaged in the implementation of the OIC-TVET Strategic Roadmap. They will continue to work directly with governments of the OIC Member States, upon their request, to develop and support policies for the implementation of the Roadmap with a view to attaining its objectives.

Meanwhile, OIC Member States, in close cooperation with SESRIC and ISESCO, shall develop their indicators and report their statistics with a view to use in analyses and adopt action-oriented plans to implement the specific policy targets identified in the Roadmap.

The OIC General Secretariat and its subsidiary organs, specialized and affiliated institutions, within their respective mandates, as well as the UN relevant institutions, stakeholders in media and active civil society organizations working in the field of women’s advancement are called upon to assist the Member States of the OIC in the implementation of the Strategic Roadmap.

In this regard, the implementation of the Strategic Roadmap would encompass a number of actions that should be taken at the level of Member States and the OIC General Secretariat, Subsidiary Organs, Specialized and Affiliated institutions:

- 1) Identify focal points in national institutions of OIC Member States to coordinate the work of various departments involved in the implementation of Roadmap;

- 2) Develop clear plans, strategies and comprehensive studies in line with the objectives of the Roadmap;
- 3) Support sharing of good practices among Member States on topics specified in Roadmap;
- 4) Provide necessary financing to support projects, programs and initiatives aimed at promotion of TVET;
- 5) Convene and attend workshops taking place in different parts of the world related to the topics specified in the Roadmap;
- 6) Ensure collaboration on organizing and hosting meetings, workshops, conferences and trainings;
- 7) Create a modality to actively work with civil society in OIC Member States and non-member states working in the field of TVET;
- 8) Conduct media campaigns and encourage the media to actively report on matters related to TVET issues and arrange media conferences and events.

GLOSSARY OF TERMS

| Term | Definition |
|---|---|
| Vocational qualification | Vocational qualification refers to work-related qualifications. They are designed to enable the learner to acquire knowledge and skills that are required by the national occupational standards (NOS) to be able to perform a particular job |
| Technical and vocational education and training (TVET) | ‘Technical and vocational education and training’ (TVET) is understood as comprising education, training and skills development related to a wide range of occupational fields, production, services and livelihoods. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development, which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. |
| TVET Governance | TVET Governance is concerned with how the funding, provision, ownership and regulation of TVET systems are coordinated, which actors are involved, and what are their respective roles and responsibilities, and level of formal competence – at the local, regional, national and supranational level. Whilst in many countries government continues to play the most significant role in coordinating TVET, the distribution of these responsibilities has been changing in response to calls for greater efficiency and effectiveness, particularly to engage employers. |
| Accreditation | The official approval of achievement standards, including qualifications or unit(s) of a qualification, usually for a particular period of time, as being able to meet particular requirements defined by an accrediting agency. |
| Certification | The process of issuing a certificate, diploma or title of learning outcomes formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard. |
| Competence | Competence is an ability that extends beyond the possession of knowledge and skills. It includes: - Cognitive competence involving the use of theory and concepts, as well as informal tacit knowledge gained experientially; - Functional competence (skills or know-how), those things that a person should be able to do when they work in a given area; - Personal competence involving knowing how to conduct oneself in a specific situation; and, - Ethical competence involving the possession of certain personal and professional values. |
| Occupational standard | Statement approved and formalised by a competent body, which defines the rules to follow in a given context or the results to be achieved. Occupational standard refers to statements of activities and tasks related to a specific job and to its practice. |

| | |
|---------------------------------|--|
| Qualification | Qualification is a formal certificate issued by an official agency, in recognition that an individual has been assessed as achieving learning outcomes or competencies to the standard specified for the qualification title, usually a type of certificate, diploma or degree. Learning and assessment for a qualification can take place through workplace experience and/or a program of study. A qualification confers official recognition of value in the labour market and in further education and training. |
| Qualifications framework | An instrument for the development and classification of qualifications (e.g. at national or sectoral level) according to a set of criteria (e.g. using descriptors) applicable to specified levels of learning outcomes. |
| Qualifications systems | Qualifications system includes all aspects of a country's activity that result in the recognition of learning. These systems include the means of developing and operationalising national or regional policy on qualifications, institutional arrangements, quality assurance processes, assessment and awarding processes, skills recognition and other mechanisms that link education and training to the labour market and civil society. Qualifications systems may be more or less integrated and coherent. One feature of a qualifications system may be an explicit framework of qualifications. |
| Quality assurance | Quality assurance is a component of quality management and is 'focused on providing confidence that quality requirements will be fulfilled. In relation to education and training services, quality assurance refers to planned and systematic processes that provide confidence in the design, delivery and award of qualifications within an education and training system. Quality assurance ensures stakeholders' interests and investment in any accredited program are protected. |
| Quality standards | Technical specifications, which are measurable and have been drawn up by consensus and approved by an organisation recognised at regional, national or international levels. The purpose of quality standards is optimisation of input and/or output of learning. |
| Quality assurance system | Quality assurance system includes all aspects of a country's activity related to assuring the quality of education and training. These systems include the following elements: Clear and measurable objectives and standards, guidelines for implementation, including stakeholder involvement; Appropriate resources; Consistent evaluation methods, associating self-assessment and external review; Feedback mechanisms and procedures for improvement; and, Widely accessible evaluation results. |
| Recognition | Formal recognition is the process of granting official learning outcomes status to skills and competences either through: - Awarding of qualifications (certificates, diploma or titles) as a result of assessment, or - Granting of equivalence, credit units or waivers, validation of gained skills and/or competences. Social recognition is the acknowledgement of the value of skills and/or competences by economic and social stakeholders. |
| Regional qualifications | A broad structure of levels of learning outcomes that is agreed by countries in a geographical region. A means of enabling one national framework of |

| | |
|--|--|
| framework | qualifications to relate to another and, subsequently, for a qualification in one country to be compared to a qualification from another country. |
| Valorisation of the Acquired Experience | Validation of the Acquired Experience is a system that validates officially knowledge and skills acquired by exercising a salaried, non-salaried or voluntary professional activity. |

References:

Adapted from Cedefop (2011)
Source: Wahba 2013, Global
Source: NCVET 2013, Australia

