

OIC-TVET STRATEGIC ROADMAP 2035

Enhancing TVET for
Youth Empowerment
in OIC Member Countries



ORGANISATION OF ISLAMIC COOPERATION
STATISTICAL, ECONOMIC AND SOCIAL RESEARCH
AND TRAINING CENTRE FOR ISLAMIC COUNTRIES



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Acknowledgements

The OIC-TVET Strategic Roadmap 2035 represents a concrete outcome of SESRIC's sustained efforts, developed in close collaboration with relevant institutions across OIC member countries.

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During the review process, member countries highly commended the exceptional quality of the work undertaken, noting that the Roadmap comprehensively addresses the core pillars of TVET. They emphasized that the document successfully captures critical areas such as curriculum modernization, teacher training, public-private partnerships, and the integration of digital skills, ensuring its relevance to the evolving needs of the OIC labour markets.

This Roadmap was prepared under the overall guidance of H.E. Zehra Zümrüt SELÇUK, Director General of SESRIC, and is a product of joint efforts of a team composed of Dr. Esmâ DEMİRTAŞ and Dr. Atilla KARAMAN from the Training and Technical Cooperation Department at SESRIC.

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List of Abbreviations

COMCEC	Standing Committee for Economic and Commercial Cooperation of the Organisation of the Islamic Cooperation
ILO	International Labour Organisation
KPIs	Key Performance Indicators
LLL	Lifelong Learning
LMIS	Labour Market Information Systems
NEET	Not in employment, education, or training
OECD	Organisation for Economic Co-operation and Development (OECD)
OIC	Organisation of the Islamic Cooperation
OIC-PESNET	OIC Public Employment Services Network (OIC-PESNET)
OIC-VET	Vocational Education and Training Programme for the Member Countries of the Organization of Islamic Cooperation
RPL	Recognition of Prior Learning
SDG	Sustainable Development Goal
SESRIC	Statistical, Economic and Social Research and Training Centre for Islamic Countries
ToT	Training-of-trainers
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization

Executive Summary

The OIC-TVET Strategic Roadmap 2035 is a high-level, country-owned framework to strengthen Technical and Vocational Education and Training (TVET) systems across OIC member countries through 2035. It responds to common challenges (youth unemployment and NEET, skills mismatch, informality, digital and green transitions, and fragility) while recognizing the diversity of national contexts and resource capacities.

Grounded in the spirit of OIC solidarity, the Roadmap focuses on resource efficient, high-impact collaboration encompassing peer learning, South-South cooperation, institutional twinning, and cost-effective digital delivery. It is designed to complement global and regional TVET/skills frameworks while remaining tailored to OIC priorities and mechanisms.

Implementation is structured around three Priority Areas:

1. Governance and TVET Financing Resources
2. Enhancing the Impact, Attractiveness, and Innovation of TVET through Quality Improvement
3. Strengthening Intra-OIC Collaboration and Partnerships

SESRIC, as the Executing OIC Organ of the OIC-VET Programme, will act primarily as a facilitator, matchmaker, and knowledge hub, prioritizing efficient modalities and partner-leveraged delivery. The Roadmap emphasizes multilateral cooperation to mobilize expertise and co-financing without imposing additional administrative burdens on member countries.

ROADMAP AT-A-GLANCE

- **Beneficiaries & Stakeholders:** OIC member countries' TVET authorities and stakeholders (education, labour, industry, private sector, social partners), supported by SESRIC under the OIC-VET Programme.
- **Strategic Aim:** A high-level roadmap to strengthen TVET governance, quality/relevance, and intra-OIC cooperation through 2035.
- **Rationale:** To improve employability, productivity, and inclusion amid demographic pressures, informality, and digital/green transitions—without assuming TVET alone can create jobs.
- **Scope & Coverage:** Across OIC member countries, adapted to national contexts and capacities.
- **Timeframe:** 2026-2035, with periodical monitoring and review.
- **Approach:** By focusing on (i) governance and financing optimization, (ii) quality and labour-market relevance, and (iii) solidarity-based cooperation.

1 Introduction

Technical and Vocational Education and Training (TVET) stands at the forefront of socioeconomic progress across OIC member countries. In a global context marked by rapid technological change, demographic pressures, and shifting labour market demands, strengthening TVET systems has become a strategic necessity for building resilient, comprehensive, and future-oriented economies. High-quality skills development supports productivity, innovation, and competitiveness, while expanding pathways for youth and adults to access decent work.

At the same time, TVET reforms alone cannot deliver employment outcomes in the absence of sufficient labour demand. Job opportunities also depend on economic diversification, private-sector dynamism, and broader macroeconomic conditions. This Roadmap therefore prioritises reforms within the remit of TVET authorities while reinforcing coordination with labour, industry, and economic development actors to strengthen the training-to-jobs pathway.

In this context, the OIC-VET Programme serves as the OIC's primary cooperation platform for advancing TVET through practical, demand-driven collaboration. Developed and coordinated by SESRIC, the Programme was officially launched at the COMCEC Economic Summit in 2009. It supports member countries by

OIC-VET PROGRAMME

The Vocational Education and Training Programme for the Member Countries of the Organisation of Islamic Cooperation (OIC-VET) is an initiative developed and coordinated by SESRIC, officially launched within the Economic Summit of the Standing Committee for Economic and Commercial Cooperation of the OIC (COMCEC) in 2009. The Programme aims to support and complement the efforts of OIC member countries in addressing key challenges in the field of TVET.

OIC-VET Programme provides a collaborative platform for policy dialogue, capacity-building knowledge sharing and the exchange of good practices among member countries. Through its activities, it seeks to contribute to the gradual improvement of the quality, relevance, and responsiveness of TVET systems in OIC countries, thereby supporting skills development, employability, and the long-term competitiveness of their economies.

UNOSSC Recognises OIC-VET Programme as a “Good Practice in South-South and Triangular Cooperation for Sustainable Development”

Good Practices in South-South and Triangular Cooperation for Sustainable Development - Volume 3



United Nations Office for South-South Cooperation

The Vocational Education and Training Programme for the Member States of the Organization of Islamic Cooperation (OIC)

Strengthening cooperation among the OIC Member States to enhance the quality of technical and vocational education and training systems

4 QUALITY EDUCATION



convening policy dialogue, enabling peer learning, delivering capacity-building, and promoting the exchange of good practices. It also encourages partnerships among public institutions, training providers, employers, social partners, and international organisations, helping member countries improve the relevance and quality of TVET provision in ways that are adaptable to national contexts and capacities.

This cooperative model was operationalised through the OIC-TVET Roadmap 2020–2025, which served as a reference framework for intra-OIC collaboration and TVET-related activities across OIC member countries. Under the OIC-TVET Programme, SESRIC provided coordination and technical support for implementation through workshops, training programmes, training-of-trainers (ToT) initiatives, webinars, and project-based activities. In total, 49 capacity-building activities were delivered during 2020–2025, strengthening institutional capacity and facilitating experience sharing among member countries in the field of TVET.

While these initiatives contributed to the sharing of good practices and experiences in the field of TVET, ongoing labour market changes, rapid technological developments, and persistent youth employment challenges highlighted the need for continued efforts beyond short- to medium-term interventions. These changing dynamics pointed to the importance of building upon the experiences and lessons learned from the 2020–2025 Roadmap through a more comprehensive, forward-looking, and longer-term strategic approach.

In response to these changing needs, the OIC-TVET Roadmap 2035 is designed as a comprehensive strategic framework to guide OIC member countries, regional institutions, and development partners in advancing demand-driven, relevant, and equitable TVET systems. The development of this Roadmap was informed by an extensive consultative process coordinated by SESRIC, including a series of consultative meetings and discussions organised throughout 2025. These consultations aimed to collect data, share national experiences, and jointly identify key challenges and priority areas within the TVET landscape of member countries. Bringing together policymakers, TVET authorities, training providers, and development partners, this participatory approach helped ensure that the Roadmap reflects a broad consensus, incorporates diverse perspectives, and responds to the actual needs on the ground.

In support of the development of the OIC-TVET Roadmap 2035, and in complementarity with the consultative process described above, a review of key international and regional strategic documents on TVET issued by organisations such as UNESCO, the ILO, the World Bank, and the OECD was also conducted. This

review provided a comprehensive overview of main challenges, emerging opportunities, and global trends shaping TVET systems. It further enabled a clearer understanding of the strategic orientations and policy priorities of these international organisations, thereby helping to situate the Roadmap within the broader global TVET agenda.



Building on the achievements and lessons of previous initiatives, including the OIC-TVET Strategic Roadmap 2020–2025¹ and the OIC-PESNET Work Plan 2024–2026², the OIC-TVET Roadmap 2035 proposes a coherent yet flexible framework that considers the diversity of TVET systems, institutional capacities, and development contexts across OIC member countries. Rather than adopting a one-size-fits-all approach, the Roadmap is designed to support gradual and context-sensitive actions aligned with national priorities.

Aligned with the objectives of the OIC Action Plan, the Roadmap contributes to the Organisation's broader efforts to strengthen human capital, promote knowledge-based and innovation-driven economies, and enhance cooperation among member countries. Through its strategic emphasis on employability, skills development,



labour mobility, and youth inclusion, the Roadmap also supports the implementation of the Sustainable Development Goals, particularly SDG 4 on Quality Education, SDG 8 on Decent Work and Economic Growth, and SDG 9 on Industry, Innovation and Infrastructure.

Against this backdrop, the OIC-TVET Roadmap 2035 serves as a forward-looking reference to support member countries in responding to changing labour market dynamics, strengthening governance and institutional capacities, enhancing public-private partnerships, and promoting more comprehensive and future-oriented TVET systems. It reflects a shared vision to equip youth and adults with relevant skills for changing economies, while contributing to sustainable development and sustainable growth across the OIC region.

¹ <https://sesricdiag.blob.core.windows.net/sesric-site-blob/files/article/693.pdf>

² https://sesricdiag.blob.core.windows.net/sesric-site-blob/imgs/news/WORK_PLAN_OIC-PESNET_2024-2026_20240530_EN.pdf

2 The TVET Context in OIC Countries

Youth constitute one of the most strategic assets of the OIC countries. With a rapidly growing and comparatively young population, OIC countries stand at a critical crossroads where demographic dynamics can either serve as a powerful driver of economic growth and social development or, if inadequately harnessed, exacerbate existing labour market and social challenges. The region's demographic profile presents a unique opportunity to translate youth potential into productive employment, innovation, and long-term economic resilience.

At the same time, the ability of OIC countries to fully capitalize on this demographic advantage remains constrained by persistent labour market imbalances. High levels of youth unemployment, a rising number of young people not in employment, education, or training (NEET), and widespread informality in some OIC countries continue to limit youth participation in economic life. These challenges are further compounded by demand-side constraints, including limited economic diversification, private sector ecosystems at different stages of development, green and digital transitions, as well as supply-side factors, namely skills mismatches, unequal access to quality education and training and significant social trouble.

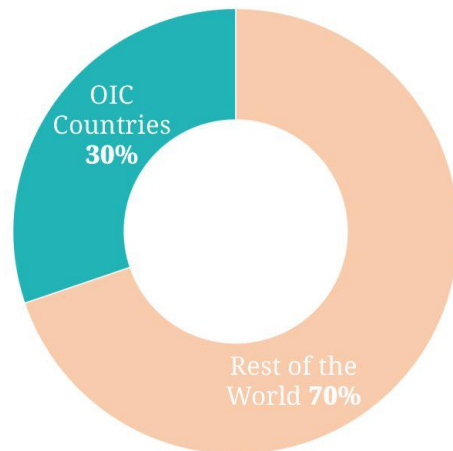
In this context, understanding the evolving youth labour market dynamics in OIC countries is essential for designing effective and forward-looking policies. It is crucial to begin by examining the broader economic and labour market conditions that influence the future of young people in the region, as well as key demographic trends, the profiles of young people not in employment, education, or training (NEETs), and unemployment trends. This provides essential data for developing strategies, particularly in the areas of skills development, technical and vocational education and training (TVET), and labour market reforms, aimed at making OIC youth a sustainable driver of inclusive growth and development.

2.1 OIC Youth: A Growing Strength

In 2025, OIC countries housed 389 million youth, representing 30,3% of the global youth population. The figure is anticipated to increase to around 450 million, constituting 33% of the global total by 2035. OIC countries possess a higher percentage of teenagers aged 15-19 than the global norm, indicating a younger median age. From 2019 to 2024, the youth demographic in OIC countries expanded

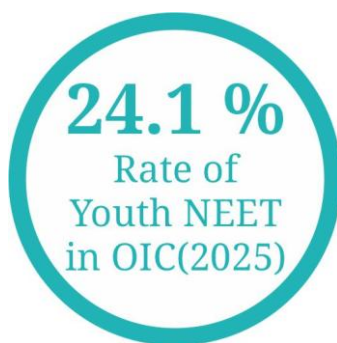
at an average annual rate of 1.7%, surpassing global statistics. Furthermore, OIC countries possess a greater proportion of youth within their overall population compared to other country groups. As population aging increasingly threatens wealthy countries, the OIC region possesses considerable potential to leverage its youthful demographic composition as a formidable catalyst for growth and development. (SESRIC, 2026 forthcoming)³.

Share of OIC Youth Population
(2024)



2.2 Youth NEET (Not in Employment, Education, or Training)

The number of youth not in employment, education or training (NEET) in OIC countries decreased by 3.7 million from 94.5 million in 2020 to 90.8 million in 2025. It is projected that in 2026 the number of youth in NEET in OIC Countries will further rise by 2.1 million to reach 92.9 million. Moreover, there is a significant gender disparity in the number of youth NEET. In 2025, the number of female youth NEET was more than double that of males. Out of the total youth NEET in OIC countries approximately, 28.6 million were males and 62.1 million were females. Proportionally young females accounted for 68.4% of the youth NEET in OIC countries in 2025, slightly above the global average of 66.3%.



The youth NEET rate also highlights wider gender gaps in economic participation. In OIC countries 33.7% of young females were NEET in 2025 more than double the male youth NEET rate of 14.9%. Both rates were significantly higher than the global average of 27.4% for females and 13.1% for males. (SESRIC staff calculations based on ILO Modelled Estimates 2025, ILOSTAT, 2026).

2.3 Youth and Adult Unemployment in OIC Countries

In OIC member countries, unemployment affects young people disproportionately compared to adults. In 2024, the youth unemployment rate (ages 15–24) in OIC countries averaged around 10.9%, indicating challenges that may include

³ SESRIC 2026, <https://www.sesric.org/oic-state-youth.php>

difficulties in school-to-work transitions, insufficient entry-level job opportunities, limited work experience among new labour market entrants, and employer recruitment practices that favour experienced workers. By contrast, the adult unemployment rate remained significantly lower, at around 5-6%, highlighting a persistent age-related gap in access to employment⁴.

Youth and Adult Unemployment in OIC Countries

- In 2024, the **youth unemployment rate (ages 15–24) in OIC member countries** stood at **around 10.9%**, reflecting persistent challenges in school-to-work transitions and labour market entry.
- The **adult unemployment rate** was significantly lower, estimated at **around 5–6%**, indicating more stable labour market attachment among older workers.
- This gap highlights a **structural imbalance between youth and adults** in access to employment, with young people facing higher risks of unemployment, skills mismatches, and informality.

This disparity underscores the structural nature of youth unemployment in the OIC region, where young people are more exposed to labour market volatility, skills mismatches, and limited job creation, particularly in formal and productive sectors. While overall unemployment levels among adults remain relatively moderate, the elevated youth unemployment rate points to the need for targeted interventions, especially through strengthened TVET systems, improved employability skills, and more effective labour market policies, to facilitate smoother transitions into decent work for young people.

2.4 Economic Issues and Labour Market Dynamics in OIC Countries

In many member countries, job creation has not kept pace with population growth, resulting in rising labour market pressures. Youth unemployment rates are often several times higher than adult rates, reflecting both slow economic transformation and limited pathways for school-to-work transitions. These

⁴ SESRIC 2025, <https://www.sesric.org/publications-detail.php?id=607>

structural issues underscore the need for more robust labour market policies and stronger linkages between training systems and economic priorities⁵.

According to the OIC Labour Market Report 2025 and the OIC Economic Outlook 2025, OIC member countries continue to face a complex set of economic challenges that shape labour market outcomes and influence the performance of education and training systems, including TVET. While economic conditions vary significantly across the region, many OIC economies remain reliant on a narrow production base, often centred on oil and gas, agriculture, or low value-added manufacturing, which increases exposure to external shocks, commodity price volatility, and global economic uncertainty⁶.

The reports highlight that limited economic diversification and uneven productivity growth continue to constrain the generation of sufficient decent and high-quality jobs, particularly in non-oil and private-sector activities. In several member countries, job opportunities have not kept pace with rapid population growth and the expanding youth cohort, placing sustained pressure on labour markets. As a result, young people and women are disproportionately affected by unemployment, inactivity, and informal employment.

Moreover, the OIC Labour Market Report 2025 underscores that persistent structural weaknesses, including high informality, skills mismatches, and weak linkages between education systems and labour market needs, further limit the capacity of labour markets to absorb new entrants. These dynamics have important implications for TVET systems, which are increasingly expected to respond to changing skills demands while operating within constrained economic and fiscal environments. Addressing these interconnected challenges requires coordinated policies that support economic diversification, private-sector development, and more effective alignment between skills development and labour market priorities⁷.

2.5 Skills Mismatches

Available data point to significant challenges in aligning credentials and skills with labour market requirements in OIC member countries. Current estimates indicate that only 38.1% of employed individuals work in positions that match their level of education, while 10.5% of the workforce is overeducated and 51.4% is

⁵ <https://www.ilo.org/resource/news/high-unemployment-rates-worsen-despite-optimistic-economic-outlook-arab>

⁶ OIC Economic Outlook 2025, <https://www.sesric.org/publications-detail.php?id=609>

⁷ SESRIC 2025, <https://www.sesric.org/publications-detail.php?id=607>

undereducated. These imbalances reflect substantial gaps between the skills supplied by education and training systems and the competencies demanded by employers⁷. In many contexts, mismatches are reinforced by information and coordination failures across education providers, employers, and labour market institutions.

Beyond basic supply-demand mismatches, these patterns are exacerbated by employer hiring practices that rely on educational credentials as screening devices rather than skill assessments, wage levels that fail to adequately compensate for skill acquisition, and limited recognition of skills gained through informal learning and work experience. Furthermore, credential inflation raises formal requirements beyond actual functional needs, while regional labour mobility constraints prevent workers from accessing jobs that match their qualifications⁸.

Such patterns highlight the structural nature of skills mismatches in OIC economies, where both the underutilisation of available skills and shortages of appropriately qualified workers coexist. Addressing these challenges is critical to improving labour productivity, and enhancing competitiveness, ensuring that investments in skills development, particularly through TVET, in innovation and technology, translate into better employment outcomes, private-sector expansion, and the efficient use of human capital to foster inclusive growth.

2.6 Informality in the Labour Market

Informal employment remains a structural feature of labour markets across many regions of the OIC, particularly in low- and lower-middle-income member countries, where it often accounts for most of the total employment. Informal jobs are typically characterised by low earnings, job insecurity, and limited or no access to social protection. The relationship between informality and skills development is complex and mutually reinforcing. Limited access to quality education and training increases the likelihood of informal employment, while the informal economy itself offers fewer opportunities for structured skills development. In such contexts, the prevalence of informality significantly weakens incentives to invest in formal qualifications, including TVET, as many graduates ultimately enter

⁸ This structural assessment aligns with the findings of the ILO on the exclusion of the informal sector through a lack of Recognition of Prior Learning (ILO 2024, <https://www.ilo.org/recognition-prior-learning> and ILO 2025, <https://www.ilo.org/sites/default/files/2025-08/Recognition of Prior Learning Guidelines on costing and financing.pdf>), data reported by SESRIC on youth wage stagnation and structural mismatches (OIC Labour Market Report, 2025), and regional economic analyses on credential inflation acting as an artificial screening device in MENA and African labour markets (World Bank (joint with ILO/GIZ) 2026, <https://www.ilo.org/sites/default/files/2026-01/A Think Piece on Apprenticeship Development in Africa FV.pdf>).

unregulated sectors where their credentials are underutilised or entirely unrecognised.

This cycle is sustained by broader structural factors beyond the education sector, including restrictive regulatory environments, weak enforcement capacity, limited credit access, and the structural design of product markets. Mitigating informality, therefore, cannot be achieved through skills policies alone; it requires integrated policy responses that promote enterprise formalisation, expand social protection coverage, address macroeconomic constraints, and strengthen direct linkages between TVET programmes and formal employment opportunities⁹.

Available data indicate that informality is extremely widespread in several OIC regions. In a significant number of low-income member states, informal employment rates reach very high levels, often exceeding 90% of total employment. Across the OIC and based on data available for a subset of member countries, informal employment exceeds this threshold in around 15 countries, underscoring the systemic nature of the challenge. By contrast, only a limited number of relatively more diversified and higher-income OIC economies report informality rates below 50%, illustrating the strong association between informality, income level, and economic structure. Moreover, informal employment remains closely linked to vulnerable employment, including own-account workers and contributing family workers, which accounted for 49.8% of total employment in the OIC region in 2023, further highlighting the scale of labour market insecurity and its implications for skills utilisation and workforce development¹⁰.

2.7 Limited Private Sector Development

Across many OIC member countries, the private sector remains at diverse levels of maturity and often lacks the capacity to function as a strong driver of sustainable job generation/opportunities. Structural constraints, including limited access to finance, regulatory and administrative barriers, low productivity, and the slow adoption of modern technologies, continue to hinder the growth and

⁹ This integrated approach aligns with ILO Recommendation No. 204 on the Transition from the Informal to the Formal Economy, which mandates coupling skills development with macroeconomic reforms and social protection (ILO 2015, https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@ed_norm/@relconf/documents/meetingdocument/wcms_377774.pdf). Furthermore, it reflects structural diagnostics of OIC labour markets emphasizing that burdensome regulations, limited credit access, and enterprise finance gaps constitute the primary barriers to formalization across the MENA and Sub-Saharan regions (OIC Labour Market Strategy 2025 (<https://www.oic-oci.org/docdown/?docID=2907&refID=1076>); World Bank/IFC 2020 (https://www.afri-global.org/sites/default/files/publications/2020-10/AFI_AfPI_SMEFWG_survey_report_AW_digital.pdf))

¹⁰ SESRIC 2025, <https://www.sesric.org/publications-detail.php?id=607>

competitiveness of small and medium-sized enterprises (SMEs). As a result, labour demand remains insufficient and uneven, restricting opportunities for skilled employment and limiting the absorption of TVET graduates into productive and formal jobs.

Tackling these challenges requires a more enabling business environment, alongside policies that promote entrepreneurship, innovation, and private-sector investment. In this context, it is essential to strengthen the alignment of TVET curricula with current and future labour market needs and to reinforce public-private partnerships, ensuring that training programmes are demand-driven and that skills development contributes more effectively to private-sector development and employment generation.

2.8 Digital and Green Transition

2.8.1 Digital Transition and Artificial Intelligence

The expansion of the digital economy, driven by increased investments in digital infrastructure, data centres, cloud computing, automation, and artificial intelligence (AI), is transforming the nature of work and the skills demanded by employers. Several OIC member countries are increasingly seeking to position themselves as regional hubs for digital services and technology-driven industries. This shift is generating growing demand for advanced digital and technical skills, including software development, data analytics, cybersecurity, applied AI, automation, and the operation and maintenance of digital systems.

For TVET systems, the digital transition requires continuous modernisation of curricula, the integration of digital competencies across all occupational fields, and the strengthening of instructors' digital capacities. Beyond specialised ICT occupations, digital skills are becoming essential cross-functional competencies across sectors such as manufacturing, logistics, construction, healthcare, and services. Ensuring that TVET systems can respond effectively to these changing needs is critical for enhancing employability and supporting comprehensive participation in the digital economy.

2.8.2 Green Transition and Sustainable Skills

At the same time, the change towards greener economies is reshaping skills demand in areas related to renewable energy, energy efficiency, sustainable resource management, environmental protection, and the circular economy. Increasing investments in green technologies and infrastructure across several OIC Countries, combined with global climate commitments, are giving births to new employment opportunities, while also reshaping existing occupations. These

developments require a workforce equipped with green technical skills, environmental awareness, and knowledge of sustainable practices.

TVET systems play a central role in preparing workers for the green transition by embedding green skills into training programmes, updating occupational standards, and developing new qualifications aligned with emerging green sectors. This includes skills related to sustainable construction, renewable energy installation and maintenance, environmentally responsible mining and resource extraction, waste management, and climate-resilient technologies.

2.9 Fragility and Conflict in OIC Member Countries

A significant number of OIC member countries continue to be affected by situations of conflict and fragility, which have profound socioeconomic consequences. Research findings indicate that a substantial share of ongoing global conflicts occurs within the OIC region, resulting in severe human, social, and economic costs. These contexts are often characterised by large-scale displacement, heightened insecurity, and weakened institutions, all of which disrupt education systems, labour markets, and skills development pathways.

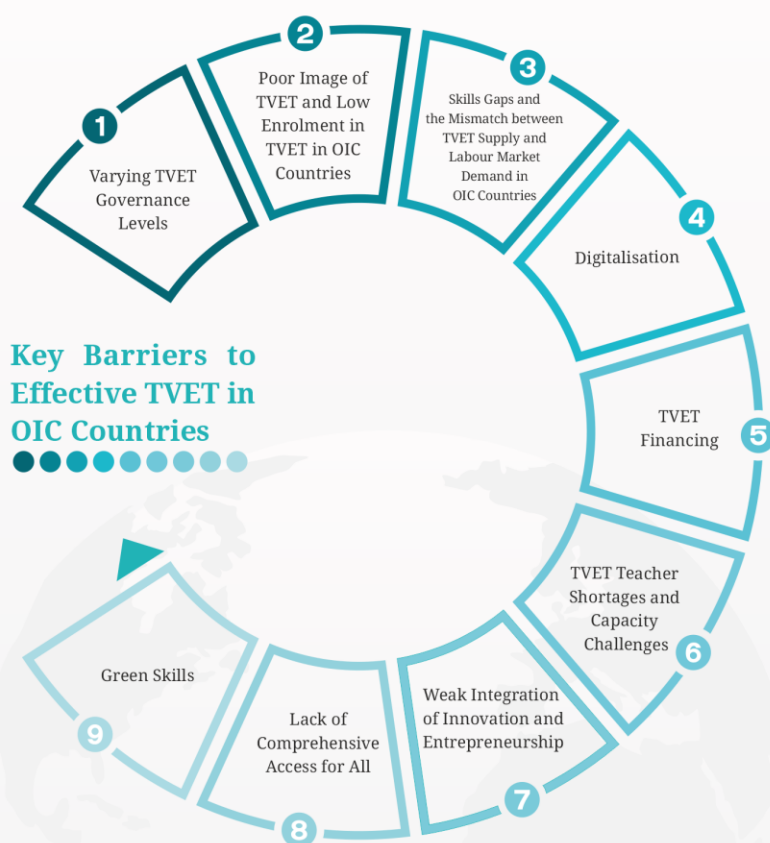
In conflict-affected settings, TVET systems face challenges, including damaged infrastructure, limited access to training opportunities, shortages of qualified instructors, and reduced engagement of the private sector. At the same time, TVET holds significant potential as a tool for recovery and resilience by supporting skills development, employability, and livelihoods for displaced populations, youth, and vulnerable groups.

Strengthening access to comprehensive, flexible, and labour-market-relevant TVET in conflict-affected OIC member countries is therefore essential to support social fabric, facilitate economic reintegration, and contribute to longer-term recovery and sustainable development¹¹.

¹¹ <https://www.sesric.org/conflicts-peace-security.php>

3 Key Barriers to Effective TVET in OIC Countries

Despite the strategic importance of TVET for employment opportunities, skills development, and economic growth, TVET systems in OIC member countries continue to face a range of persistent and interrelated challenges that limit their effectiveness and impact. These challenges span governance, financing, quality, relevance, inclusion, and system capacity, and are further intensified by rapid technological change, changing labour market demands, and demographic pressures. Addressing these barriers requires a comprehensive and coordinated approach that strengthens institutional frameworks, enhances system responsiveness, and ensures that TVET serves as a key driver of inclusive and sustainable development across the OIC region. The following sections outline the key barriers to effective TVET in OIC countries, highlighting structural constraints and priority areas for reform.



3.1 Varying TVET Governance Levels

Governance remains a major structural challenge for TVET systems across many OIC member countries, undermining the effectiveness, coherence, and responsiveness of vocational education. Varying institutional capacity levels and partial strategic oversight often hinder the management of TVET systems, resulting in policy gaps and inconsistent implementation. In several countries, the absence of a central coordinating framework among TVET providers leads to multi-actor governance structures, duplication of efforts, and a lack of harmonized quality standards. Complex coordination arrangements across ministries, public agencies, and training institutions further complicate administration, resulting in inefficiencies and slowing reform processes. The insufficient participation of key non-state actors, particularly the private sector, employers' associations, and civil society, limits the relevance of training programmes to labour market needs and reduces opportunities for innovation.

3.2 Poor Image of TVET and Low Enrolment in TVET in OIC Countries

The public perception of TVET continues to play a decisive role in shaping enrolment patterns and overall system performance across many OIC member countries. Despite its strategic importance in equipping young people with labour-market-relevant skills, TVET is often viewed as a secondary or less prestigious pathway compared to general or academic education. This perception remains a major factor discouraging student participation, particularly at the upper-secondary level, where families and learners may associate TVET with limited career prospects, restricted progression opportunities, or lower social status.

These perceptions are reflected in low enrolment rates. In OIC member countries, only around 11% of secondary-level students are enrolled in vocational programmes, a figure that remains modest when contrasted with the large and growing youth population in the region. This gap suggests that TVET systems are underutilised relative to their potential role in supporting youth employment, skills development, and economic growth.

At the same time, several OIC member countries have taken steps to improve the attractiveness of TVET by modernising curricula, strengthening engagement with employers, and investing in training infrastructure and equipment. While these efforts have yielded positive results in selected contexts, further action is required to address persistent perception challenges. Enhancing public awareness, improving pathways between TVET and higher education, and ensuring that

programmes are closely aligned with current and emerging labour market needs are essential to reposition TVET as a credible and valued education pathway and to expand enrolment across the OIC region.

3.3 Skills Gaps and the Mismatch between TVET Supply and Labour Market Demand in OIC Countries

Across OIC member countries, skills gaps and mismatches remain a persistent challenge arising from multiple interrelated factors. These include disconnects between TVET curricula and rapidly evolving employer needs as economic structures change due to technological progress, digitalisation, automation, and the green transition. They also reflect employer practices such as credential inflation that yields artificial qualification requirements, reluctance to provide on-the-job training, and wage levels that fail to attract available skilled workers. Additionally, weak recognition systems for skills gained through informal learning and work experience, regional mobility barriers, and inadequate labour market information systems all contribute to apparent mismatches between skills supply and demand. As a result, graduates often enter the labour market with skills that are partially misaligned with employer demand, particularly in emerging and fast-growing sectors.

This challenge is compounded by limited labour market intelligence, insufficient employer involvement in curriculum design, and rigid training systems that lack the flexibility to respond quickly to new skill requirements. In a context where skill needs are changing faster than training systems can adapt, this mismatch contributes to underutilisation of skills, recruitment difficulties for employers, and weaker employment outcomes for graduates.

Addressing these challenges requires more agile and demand-driven TVET systems, capable of anticipating labour market trends, regularly updating curricula, and strengthening partnerships with employers to ensure that skills development keeps pace with ongoing economic and technological transformation.

3.4 Digitalisation

Digitalisation presents both a critical opportunity and a substantial challenge for TVET systems in OIC countries. While digital transformation is reshaping labour markets and creating demand for new skill sets, many TVET institutions in the region struggle to keep pace with these rapid changes. Limited access to digital infrastructure, outdated training equipment, and insufficient integration of ICT and digital competencies into curricula hinder the ability of TVET graduates to meet emerging labour market requirements. Moreover, a shortage of digitally

competent instructors and inadequate professional development opportunities further constrain the effective delivery of modern, technology-oriented training. These gaps risk widening inequalities between digitally advanced and less-prepared institutions and countries. Strengthening digital readiness, investing in modern equipment, and embedding digital skills across all TVET programmes are essential to ensure that OIC TVET systems can successfully adapt to the ongoing digital transformation and prepare youth for future jobs.

3.5 TVET Financing

Sustainable financing remains a major challenge for TVET systems across the OIC region. Many countries face limited public budgets for vocational training, resulting in outdated infrastructure, insufficient equipment, and constrained programme expansion. Heavy reliance on government funding, coupled with limited private-sector contributions, reduces system flexibility and responsiveness to labour market needs. In several cases, the absence of performance-based budgeting and weak coordination among financing partners further hinders efficient resource allocation. Strengthening TVET financing requires diversified funding mechanisms, including stronger employer participation, cost-sharing models, and results-oriented financing frameworks to ensure long-term sustainability and higher training quality.

3.6 TVET Teacher Shortages and Capacity Challenges

The capacity of TVET teachers and trainers represents a critical barrier to achieving high-quality skills development in OIC countries. Many instructors lack up-to-date industry experience, modern pedagogical skills, and continuous professional development opportunities. Rapid technological changes further widen the gap between required and actual teaching competencies. Limited incentives, inadequate career progression pathways, and shortages of qualified technical instructors exacerbate this challenge. Investing in teacher training, fostering industry attachments, and improving recruitment and retention strategies are essential for strengthening the instructional workforce and improving learning outcomes across the TVET sector.

3.7 Weak Integration of Innovation and Entrepreneurship

The structural bias of traditional TVET systems toward wage employment constitutes a critical barrier in many OIC member countries, particularly where formal labour markets lack the capacity to absorb the rapidly growing youth demographic. While entrepreneurship and innovation are vital for self-employment and economic diversification, their integration into TVET curricula

remains largely fragmented, heavily theoretical, and disconnected from actual market dynamics. TVET institutions frequently operate in isolation from broader national innovation ecosystems. The acute lack of access to applied business incubators, maker-spaces, industry mentorship, and early-stage seed financing severely restricts learners' ability to translate technical skills into viable commercial enterprises. Consequently, graduates are left ill-equipped to navigate self-employment, innovate within existing industries, or generate new job opportunities in emerging sectors¹².

3.8 Lack of Comprehensive Access for All

Ensuring comprehensive access to TVET remains a significant challenge across the OIC region. Socioeconomic barriers, geographic gaps, and limited opportunities for women and persons with disabilities continue to restrict participation in vocational training. Rural areas often suffer from inadequate facilities and limited programme offerings, while cultural perceptions may discourage female enrolment in certain technical fields. Expanding comprehensive policies, improving financial support schemes, and enhancing outreach and guidance services are crucial steps toward providing all individuals, with equal opportunities to benefit from TVET and participate in the labour market.

3.9 Green Skills

The transition toward greener economies requires a TVET workforce equipped with green skills, yet many OIC countries are still in the early stages of integrating sustainability into their training systems. Curricula, qualifications frameworks, and occupational standards often lack explicit green competencies aligned with emerging sectors such as renewable energy, sustainable agriculture, and waste management. Limited institutional capacity and inadequate teacher training further constrain progress. Strengthening national strategies for green skills development, embedding environmental sustainability across all programmes, and partnering with industry to update standards and equipment are essential for preparing a workforce capable of supporting climate-resilient and sustainable growth¹³.

¹² UNESCO-UNEVOC 2019, <https://unesdoc.unesco.org/ark:/48223/pf0000373093>

¹³ UNESCO 2024, <https://unesdoc.unesco.org/ark:/48223/pf0000390022>

4 Strategic Framework

4.1 Vision

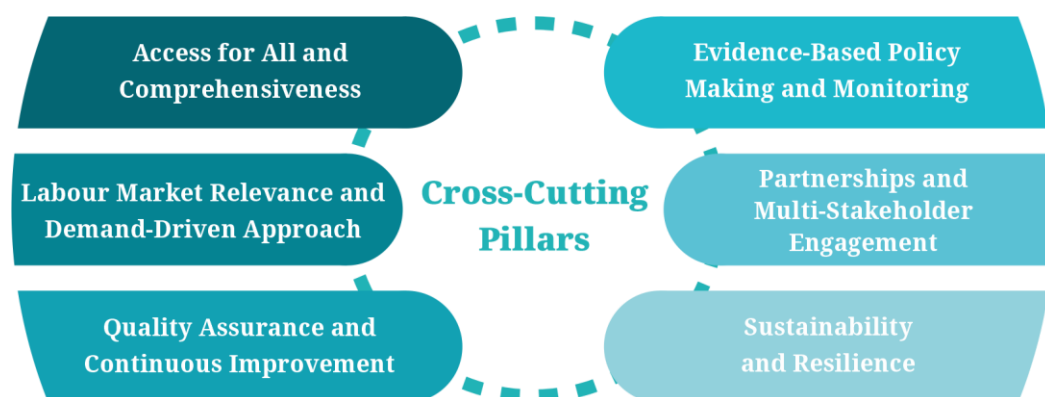
By 2035, OIC member countries will have strengthened their TVET systems to deliver high-quality, labour-market-relevant skills training that empowers youth and adults to access decent employment, drive enterprise establishment, support economic diversification, and contribute to sustainable development and resilience across the OIC region.

4.2 Mission

To support OIC member countries in building agile, inclusive, and responsive TVET systems through enhanced governance, improved quality and relevance, diversified financing, and high-leverage regional cooperation that maximizes shared resources and institutional capacities.

4.3 Cross-Cutting Pillars for the Implementation of the Roadmap

The implementation of the OIC-TVET Roadmap 2035 is guided by a set of six cross-cutting pillars that are applied across all priority areas and actions. These pillars aim to ensure coherence, comprehensiveness, quality, and sustainability, recognizing the varying fiscal, institutional, and macroeconomic realities of OIC member countries, and to support the effective implementation of the Roadmap's strategic objectives in the member countries.



4.3.1 Access for All and Comprehensiveness

Ensuring equitable access to TVET for women, youth, persons with disabilities, informal sector workers, and other social groups.

Access for all and comprehensiveness are cross-cutting principles of the TVET system, aimed at ensuring broader participation and equal opportunities for women, youth, persons with disabilities, and other social groups. Promoting comprehensiveness in TVET requires removing financial, social, geographic, and institutional barriers through targeted support measures, embracing policies, and adapted training provision. Strengthening outreach, guidance, and flexible learning pathways (the formal Recognition of Prior Learning (RPL) to validate skills acquired in the informal economy) is essential to ensure that all individuals can access quality TVET and fully participate in the labour market.

4.3.2 Labour Market Relevance and Demand-Driven Approach

Aligning TVET policies and programmes with current and emerging economic and labour market needs.

This principle emphasizes the alignment of TVET policies, programmes, and qualifications with current and emerging labour market needs. Moving beyond a strict focus on formal wage employment, it promotes the systematic involvement of employers, social partners, and innovation ecosystems. The use of labour market information and skills forecasting, and the regular updating of curricula ensure that TVET graduates possess relevant, in-demand technical and entrepreneurial skills that support employability, successful self-employment, productivity, and economic growth in OIC member countries.

4.3.3 Quality Assurance and Continuous Improvement

Promoting quality standards, continuous evaluation, and improvement across TVET systems.

Quality assurance and continuous improvement are cross-cutting pillars of TVET, underpinning governance, financing, programme delivery, teacher/trainer development, and labour market relevance across all priority areas of the Roadmap. Strengthened quality assurance frameworks help ensure the relevance, effectiveness, and credibility of TVET by establishing clear standards for institutions, programmes, and qualifications, shifting the focus from educational inputs to verifiable competency-based outcomes, and by building trust among learners and employers. Continuous improvement should be supported through regular monitoring, evaluation, and feedback mechanisms, including tracer

studies and employer input, to align training outcomes with evolving technological and labour market needs and enhance the overall impact and attractiveness of TVET systems.

4.3.4 Evidence-Based Policy Making and Monitoring

Strengthening the use of data, indicators, and research to inform decision-making, optimize resource allocation, and track progress.

Evidence-based policy making and monitoring are cross-cutting pillars that support informed decision-making, accountability, and continuous learning across TVET systems. Strengthening the use of data, indicators, and research, particularly on skills, labour market outcomes, and TVET performance through robust Labour Market Information Systems (LMIS), enables more effective policy design, implementation, and progress tracking in line with the Roadmap's objectives, driving the optimal and cost-effective allocation of resources to maximize institutional impact and mitigate structural inefficiencies.

4.3.5 Partnerships and Multi-Stakeholder Engagement

Fostering collaboration among TVET authorities, other TVET-related public sector entities, the private sector, social partners, and intergovernmental institutions to maximize shared resources.

Partnerships and multi-stakeholder engagement are cross-cutting pillars that strengthen coordination, relevance, and shared ownership of TVET reforms. Fostering collaboration among TVET authorities, other TVET-related public sector entities, the private sector, social partners, and intergovernmental institutions is essential to ensure coherent policy implementation, enhance labour market relevance, and mobilise resources and expertise across the TVET ecosystem. Crucially, it emphasizes South-South cooperation.

4.3.6 Sustainability and Resilience

Strengthening the sustainability and resilience of TVET systems over time to external shocks, technological disruptions, and climate change.

Sustainability and resilience are cross-cutting pillars that support the long-term effectiveness and adaptability of TVET systems. Strengthening the capacity of TVET systems anticipate emerging skills demands and adapt flexibly to economic disruptions, technological change, and climate-related challenges is essential to ensure continuity of skills development, sustained labour market relevance, and workforce resilience. This requires integrating environmental considerations,

green skills, digital capacities, and diversified financing models to respond to future conditions and ensure institutional agility.

4.4 Contextual Approach to the Priority Areas

The priority areas represent approaches that international experience and previous consultations with member countries suggest are generally effective in strengthening TVET systems, though the relevance and sequencing of specific actions will vary based on national contexts, institutional capacities, and development stages. Each priority area addresses critical dimensions of TVET system strengthening while remaining flexible enough to accommodate the diverse contexts and capacities of the member countries. These priority areas are interconnected to generate a resilient, future-oriented, and impactful TVET framework across the OIC member countries. The Priority Areas are accompanied by Objectives, Key Actions, and Key Performance Indicators (KPIs).

5 Priority Areas for TVET

OIC-TVET Roadmap 2035 Key Priority Areas



5.1 Priority Area 1: Governance and TVET Financing Resources

Overall Objective:

To strengthen the governance, coordination, and institutional capacity of TVET systems, while securing sustainable and diversified financing resources to support effective, comprehensive, and results-oriented TVET policies and programmes.

Objective 1.1: Strengthen National TVET Governance and Coordination

Key Actions:

1.1.1. Strengthen national legislative and regulatory frameworks to clarify institutional roles, mandates, and coordination mechanisms among TVET stakeholders, including employers, social partners, and other stakeholders.

1.1.2. Establish or reinforce inter-institutional coordination bodies to ensure policy coherence between education, labour, industry, and economic development strategies.

1.1.3. Develop structured mechanisms for private sector engagement, including employer councils and sector skills committees, to support policy formulation, curriculum development, and quality assurance, tailored to the maturity of the formal private sector.

1.1.4. Align TVET governance frameworks with informal economy realities to support skills recognition, upskilling, and transitions to formal employment.

Key Performance Indicators (KPIs)

- Countries with strengthened TVET legislative and governance frameworks (%)
- Countries with effective inter-ministerial coordination mechanisms for TVET (%)
- Countries with institutionalised private sector engagement in TVET governance (%)
- Countries integrating informal economy considerations into national TVET governance frameworks (%)

Objective 1.2: Secure and Diversify TVET Financing Resources

Key Actions:

1.2.1. Strengthen and stabilize public financing for TVET by improving expenditure efficiency, multi-year planning, and predictability aligned with national skills priorities; where fiscal space allows, progressively increase allocations.

1.2.2. Enhance the engagement of the private sector further (i.e., skills levies, sectoral training funds, employer co-financing mechanisms) in contexts where formal market maturity and regulatory environments allow.

1.2.3. Develop financing mechanisms that are proportionate and context-fit (e.g., performance-informed funding, targeted skills funds, blended finance) with safeguards to avoid administrative burden and to link incentives to outcomes.

1.2.4. Strengthen the evidence base and financial diagnostics to attract funding and optimize resource allocation.

1.2.5. Develop a guide on financing options and their costs, tailored to the capacities of member countries.

Key Performance Indicators (KPIs):

- Countries reporting at least one TVET expenditure efficiency measure using existing administrative/budget data (%)
- Countries with structured private sector financing mechanisms for TVET (%)
- Countries whose performance-informed financing uses a limited core indicator and relies primarily on existing data sources (%)
- Countries producing regular evidence to inform TVET financing decisions and optimize resource allocation (%)
- Percentage of countries that have identified, through the guide, a financing option adapted to their budget and capacities (%)

5.2 Priority Area 2: Enhancing the Impact, Attractiveness, and Innovation of TVET through Quality Improvement

Overall Objective:

To improve the quality, relevance, and innovation of TVET systems in order to enhance their impact on employment outcomes, strengthen their attractiveness as a learning pathway, and better respond to changing labour market and skills needs.

Objective 2.1: Improve the Quality and Labour Market Relevance of TVET Programmes

Key Actions:

2.1.1. Regularly update TVET curricula and occupational standards in line with current and emerging labour market needs.

2.1.2. Strengthen employer and innovation ecosystem engagement in programme design, delivery, and assessment to ensure demand-driven training for both wage employment and enterprise establishment.

2.1.3. Promote competency-based, dual, and modular training approaches to increase flexibility and responsiveness.

2.1.4. Strengthen the use of labour market information and skills forecasting to guide TVET programme planning and prioritisation.

Key Performance Indicators (KPIs):

- Countries with formal mechanisms for regularly updating TVET curricula and occupational standards (%)
- Countries systematically involving employers and innovation ecosystems in programme design, delivery, and assessment (%)
- Countries implementing competency-based or modular training frameworks (%)
- Countries utilizing Labour Market Information Systems (LMIS) to guide TVET programme planning (%)
- Graduate employment rate within 12 months of completion, by programme (%)
- Graduate employment retention at 12 months and earnings relative to the national/sectoral median (%)
- Employer satisfaction with TVET graduates' competencies, based on periodic employer surveys (%)
- Transition rate of TVET graduates from informal to formal employment (%)

Objective 2.2: Enhance the Professional Capacity and Pedagogical Quality of TVET Teachers and Trainers

Key Actions:

- 2.2.1. Strengthen initial and continuous professional development for TVET teachers and trainers.
- 2.2.2. Promote industry exposure and attachments to ensure up-to-date technical skills.
- 2.2.3. Enhance pedagogical and digital teaching competencies, including learner-centred and blended learning approaches.
- 2.2.4. Improve recruitment, career pathways, and retention mechanisms for qualified TVET instructors.

Key Performance Indicators (KPIs):

- Countries with strengthened initial and continuous professional development systems for TVET teachers and trainers (%)
- Countries implementing structured industry exposure or attachment schemes for TVET teachers (%)
- Countries integrating pedagogical innovation and digital teaching competencies in TVET teacher training (%)
- Countries with improved recruitment, career progression, and retention mechanisms for TVET instructors (%)

Objective 2.3: Modernisation of the TVET Delivery and Future (Digital¹⁴ and Green) Transitions

Key Actions:

- 2.3.1. Integrate digital and green skills into TVET curricula and training standards.
- 2.3.2. Modernise training delivery methods through blended, online, and technology-enabled learning.
- 2.3.3. Upgrade training infrastructure and equipment to reflect digitalisation and green technologies.
- 2.3.4. Strengthen institutional capacity to support digital and green transitions in TVET systems.
- 2.3.5. Align TVET programmes with national digital and green transition strategies.

¹⁴ Reference is made to the “OIC Roadmap on the Digitalisation of TVET”, which complements the present Roadmap and provides detailed guidance on digital transformation in TVET.

2.3.6. Integrate digital skills development with robust governance: data security, ethical and responsible AI use, assessment standards, and solutions adapted to low-connectivity contexts.

Key Performance Indicators (KPIs):

- Countries integrating digital and green skills into TVET curricula and training standards (%)
- Countries implementing blended, online, or technology-enabled TVET delivery modalities (%)
- Countries upgrading TVET infrastructure and equipment to support digitalisation and green technologies (%)
- Countries with strengthened institutional capacity to support digital and green transitions in TVET systems (%)
- Countries aligning TVET programmes with national digital and green transition strategies (%)
- Countries with a policy or guidance framework covering AI literacy/responsible AI use, cybersecurity and data protection in TVET (%)
- Countries providing low connectivity/offline delivery alternatives for digitally under-served learners and institutions (%)

Objective 2.4: Promote Lifelong Learning (LLL) Pathways and RPL within TVET Systems

Key Actions:

2.4.1. Establish and strengthen national frameworks for LLL and RPL.

2.4.2. Develop modular, flexible, and stackable TVET programmes in order to allow learners to enter, exit, and re-enter TVET pathways at different stages of life.

2.4.3. Strengthen assessment, validation, and certification mechanisms by improving tools and procedures for assessing prior learning, work experience, and competencies, ensuring transparent, fair, and quality-assured RPL processes accessible to diverse learner/worker profiles, including, where relevant, informal sector workers.

2.4.4. Enhance institutional and human capacity for LLL and RPL.

2.4.5. Promote awareness and uptake of LLL and RPL opportunities.

Key Performance Indicators (KPIs):

- Countries with national lifelong learning and RPL frameworks in place (%)
- Countries implementing modular or flexible TVET programmes supporting LLL (%)
- Countries with operational mechanisms for assessment and RPL accessible to diverse learner/worker profiles (%)
- Countries implementing specialized capacity-building programmes for RPL assessors and LLL staff (%)
- Growth in the number of learners benefiting from LLL pathways and/or RPL mechanisms (%)

Objective 2.5: Strengthen Work-Based Learning (WBL) and Apprenticeship Systems

Key Actions:

2.5.1. Develop or strengthen national legal frameworks for apprentice contracts and legal status, including compensation/stipends, workplace safety, and social protection coverage

2.5.2. Establish workplace incentive schemes (e.g., tax credits, training levies rebates, co-financing) to encourage employer, including SME, participation in WBL and apprenticeships.

2.5.3. Ensure inclusion safeguards and transition support (from training to work) within WBL/apprenticeship schemes, with particular attention to women, youth, persons with disabilities and informal-sector entrants.

Key Performance Indicators (KPIs):

- Countries with a legal framework defining apprentice contracts, status and social protection (%)
- Countries with employer incentive schemes for WBL/apprenticeships, including for SMEs (%)
- WBL/apprenticeship participation, completion, and employment-outcome rates, disaggregated by countries (%)

Objective 2.6: Improve the Image and Attractiveness of TVET

Key Actions:

2.6.1. Implement strategic communication and outreach initiatives to reposition TVET as a high-quality and future-oriented pathway.

2.6.2. Strengthen career guidance and early orientation mechanisms for students and families.

2.6.3. Enhance progression pathways between TVET, general education, and higher education.

2.6.4. Promote evidence-based success stories and employment outcomes of TVET graduates, including successful entrepreneurs and self-employed alumni.

2.6.5. Engage employers and social partners to reinforce the credibility and visibility of TVET.

Key Performance Indicators (KPIs):

- Countries implementing strategic communication and outreach initiatives to promote TVET (%)
- Countries with strengthened career guidance and early orientation mechanisms linked to TVET (%)
- Countries with established progression pathways between TVET, general education, and higher education (%)
- Countries systematically disseminating evidence-based information on TVET graduate employment outcomes (%)
- Countries actively engaging employers and social partners in promoting the image and credibility of TVET (%)

Objective 2.7: Promote Innovation, Entrepreneurship, and Applied Learning in TVET

Key Actions:

2.7.1. Integrate innovation and entrepreneurship competencies into TVET curricula and training programmes to counteract the structural bias toward wage employment.

2.7.2. Promote project-based and problem-solving learning approaches linked to real-world economic and societal challenges.

2.7.3. Support the development of innovation labs, maker-spaces, and incubation facilities, where feasible.

2.7.4. Strengthen partnerships with industry, startup financiers, and innovation ecosystems to support applied learning.

2.7.5. Encourage learner-led initiatives and start-up support mechanisms within TVET institutions.

Key Performance Indicators (KPIs):

- Countries integrating innovation and entrepreneurship competencies into TVET curricula and training programmes (%)

- Countries implementing project-based, problem-solving, or applied learning approaches in TVET programmes (%)
- Countries supporting the establishment of innovation labs, maker-spaces, or incubation facilities within TVET institutions (%)
- Countries with active partnerships between TVET institutions, industry, start-up financiers, and innovation ecosystems (%)
- Countries providing learner-led entrepreneurship and start-up support mechanisms within TVET institutions (%)

5.3 Priority Area 3: Strengthening Intra-OIC Collaboration and Partnerships

Overall Objective:

To enhance multilateral cooperation and partnerships among OIC member countries and relevant OIC institutions in order to promote knowledge exchange, capacity building, and foster country ownership for the coordinated and effective implementation of the Roadmap across the OIC region.

Objective 3.1: Promote Active Engagement in the OIC-VET Programme and the Implementation of the Roadmap

Key Actions:

3.1.1. Promote country ownership of the OIC-TVET Roadmap 2035 by encouraging member states to integrate and adapt its strategic priorities within their national development plans, thereby fostering policy convergence and a harmonized approach to TVET development across the region.

3.1.2. Establish and operationalize an online collaborative platform connecting experts, policymakers, and practitioners under the OIC-VET programme.

3.1.3. Deliver targeted capacity-building and knowledge-sharing activities primarily through cost-effective digital and hybrid modalities (e.g., webinars, online courses, and virtual peer-learning sessions) to maximize regional reach.

3.1.4. Curate and disseminate digital repositories of TVET best practices, case studies, and policy guidelines to enable asynchronous, self-paced learning across member countries.

3.1.5. Facilitate intra-OIC training-of-trainers (ToT) initiatives that leverage cascading multiplier effects, allowing master trainers to disseminate knowledge domestically without requiring continuous international deployments.

Key Performance Indicators (KPIs):

- Countries with national TVET strategies/policies aligned with or referencing the Roadmap's strategic priorities (%)
- Countries actively using the collaborative platform of the OIC-VET programme (%)
- Growth in the number of TVET officials and experts trained through OIC-VET Programme activities (%)
- Countries actively contributing to or downloading resources from the OIC-VET digital repository (%)
- Countries implementing cascading national-level training led by OIC-VET ToT alumni (%)

Objective 3.2: Facilitate Multilateral Cooperation Between OIC Member Countries

Key Actions:

3.2.1. Operationalize “South-South” cooperation mechanism, matching competent member countries with those most in need, to increase their TVET capacities.

3.2.2. Facilitate self-sustaining bilateral and multilateral institutional twinning arrangements and joint projects between TVET centres of excellence across different member countries.

3.2.3. Strengthen coordination and synergies among OIC institutions and international partners to support coherent and complementary TVET cooperation initiatives.

Key Performance Indicators (KPIs):

- Countries providing or receiving capacity-building assistance through South-South TVET cooperation mechanisms (%)
- Countries establishing self-sustaining institutional twinning arrangements or joint TVET projects (%)
- Number of coordinated TVET initiatives implemented with OIC and international partners

6 Strategic Communication Framework for Effectiveness

Rationale and Objective

For the OIC-TVET Strategic Roadmap 2035 to serve as an effective catalyst for systemic change beside its guiding nature, its communication framework needs to extend beyond information dissemination. The primary objective in this regard is to enhance the operational impact of the Roadmap at the national level within member countries by ensuring ownership, institutional alignment, and systematic implementation.

This section includes a communication cycle comprising three interrelated phases: ownership, integration, and participation and monitoring.

Phase 1: Institutional Awareness and Country Ownership

The initial phase focuses on mainstreaming the Roadmap across the high-level decision-making bodies and national TVET authorities of OIC member countries. This phase aims to secure formal commitment and institutional readiness at the early stages of the framework's deployment.

Mainstreaming and Advocacy Mechanisms: The Roadmap is officially introduced through formal communication channels, targeting Ministries of Education, Labour, Industry, and Economic Development. This is then supported by high-level ministerial and technical briefing sessions coordinated by SESRIC. Communication focuses on aligning national diagnostics (such as youth unemployment, NEET cohorts, and skills mismatches) with the strategic orientations of the Roadmap.

Phase 2: National Strategic Integration

The Roadmap can achieve its objective when it is systematically integrated into national public policies and implemented. At this stage, communication serves as a tool for technical assistance, advocacy, and multi-stakeholder coordination.

Contextualisation and Normative Alignment Processes: Member countries are encouraged to adapt and embed the strategic priorities of the Roadmap within their national development plans and sector-specific VET strategies. Communication channels should be used to drive vertical alignment, conveying goals down to national qualification authorities, training providers, chambers of commerce, and social partners. The communication process during this phase focuses on translating regional indicators into context-sensitive national targets, facilitating

the amelioration of governance structures, and adapting financing mechanisms to local socio-economic realities, including the informal economy.

Phase 3: Communication Modalities, Governance, and Monitoring Committees for National Impact

To sustain implementation momentum through 2035 and maintain transparent data flows, the communication strategy leverages participatory governance bodies, digital platforms, and cost-effective, evidence-based tools.

Participatory Governance and Monitoring Working Groups per Priority Area:

To guarantee rigorous, interactive tracking and mitigate structural implementation bottlenecks, dedicated monitoring working groups are planned to be organized periodically with member countries for each of the Priority Areas of the Roadmap. These priority-specific committees convene national focal points, experts, and stakeholders to assess progress, share institutional diagnostics, and harmonize regional implementation standards.

Knowledge Management and Digital Platforms: The primary modalities of communication rely heavily on the OIC-VET online collaborative platform, which serves as the operational workspace for the monitoring working groups, and dynamic digital repositories. Communication delivery prioritizes resource-efficient, high-impact formats (for instance, interactive policy exchanges, virtual peer-learning workshops, and webinars) to maximize stakeholder engagement across the member countries without imposing additional administrative or fiscal burdens.

7 SESRIC's Contributions in the Implementation of the OIC-TVET Roadmap 2035

Within the framework of its mandate and the OIC-VET Programme, SESRIC, in its capacity as the Executing OIC Organ of the Programme, will act as the primary facilitator and technical catalyst to support OIC member countries in their efforts to strengthen their TVET systems.

In line with the Priority Areas outlined in this Roadmap, SESRIC will focus on capacity development, knowledge exchange, and technical cooperation by:

- **Leveraging Digital Modalities:** Prioritizing cost-effective digital and hybrid platforms to maximize reach and comprehensiveness while optimizing resources.
- **Facilitating Partnerships:** Acting as a matchmaker to operationalise South-South cooperation, institutional twinning, and the transfer of technical expertise between competent member countries and those in need.
- **Curating Knowledge:** Managing a dynamic repository of good practices, labour market intelligence, and policy toolkits to support evidence-based decision-making.

These activities will be designed and implemented in close alignment with the Roadmap's Strategic Framework, Priority Areas, and responding to the demand-driven needs of national TVET institutions.

Furthermore, SESRIC will spearhead the monitoring and evaluation of the OIC-TVET Roadmap 2035 through an evidence-based and participatory approach. Drawing on data from the surveys-to-be-circulated, SESRIC will review progress, document success stories, and identify capacity building needs. In this regard, the Centre will prepare and submit regular progress reports to the Ministerial Sessions of the COMCEC, providing updates on activities conducted under the Roadmap and highlighting key developments and achievements in the field of TVET.

Through these concerted efforts, SESRIC will ensure that the OIC-TVET Roadmap 2035 remains a living, practical, and country-owned engagement, supporting intra-OIC as well as trilateral cooperation and sustainable skills development across OIC member countries.

8 Conclusion

TVET needs to remain responsive to new developments in the economy and society by adopting a flexible, demand-driven, and forward-looking approach to skills development. This requires the systematic use of labour market information, the regular updating of curricula, strong engagement of employers and innovation ecosystems, and continuous investment in teacher capacity, digitalisation, and green skills.

In this context, the OIC-TVET Roadmap 2035 provides a lean, flexible, and forward-looking framework to support member countries in strengthening their TVET systems. However, the ultimate success of this Roadmap rests on “country ownership”. Its effective implementation depends on the member countries’ commitments to adapt these priorities to their national contexts, mobilize domestic resources, and actively engage in intra-OIC solidarity.

Combining sustained national action with the catalytic support of the OIC-VET Programme will enable member countries to upgrade their TVET systems into powerful locomotives for socio-economic progress, youth employment, and sustainable development across the OIC region.

The OIC-TVET Roadmap 2035 serves as a lean, flexible, and forward-looking framework for strengthening member countries’ TVET systems. Grounded in the principle of country ownership, it requires sustained national commitment and strategic regional partnerships to successfully drive inclusive growth, resilience, and youth employment throughout the OIC region.

Annex: Matrix of Strategic Alignment: Bridging Barriers to Actions

To ensure that the OIC-TVET Strategic Roadmap 2035 functions as an impactful operational framework, its strategic architecture is built on a direct, causal response to the structural challenges diagnosed in the OIC member countries.

The matrix below maps each identified Key Barrier (from Section 3) to its corresponding Strategic Priority Area, Objective, and Key Action (from Section 5), demonstrating how the framework systematically converts systemic vulnerabilities into targeted policy responses.

TVET ROADMAP: FROM KEY BARRIERS TO STRATEGIC ACTIONS

A CAUSAL RESPONSE FRAMEWORK FOR STRENGTHENING TVET SYSTEMS

KEY BARRIERS		PRIORITY AREA (PA)	STRATEGIC OBJECTIVE	KEY ACTION MATRIX (CAUSAL RESPONSE)	
	3.1 Varying TVET Governance Levels	PA 1: Governance and TVET Financing Resources	Obj 1.1: Strengthen National TVET Governance and Coordination		1.1.1 & 1.1.2: Strengthen legislative frameworks and establish central inter-institutional coordination bodies to harmonize quality standards.
	3.2 Poor Image & Low Enrolment	PA 2: Enhancing the Impact, Attractiveness, and Innovation of TVET	Obj 2.5: Improve the Image and Attractiveness of TVET		2.5.1 & 2.5.3: Deploy targeted communication campaigns and enhance vertical progression pathways between TVET and higher education.
	3.3 Skills Gaps & Market Mismatch	PA 2: Enhancing the Impact, Attractiveness, and Innovation of TVET	Obj 2.1: Improve the Quality and Labour Market Relevance		2.1.2 & 2.1.4: Institutionalize employer councils in curriculum design and utilize Labour Market Information Systems (LMIS).
	3.4 Digitalisation Gaps	PA 2: Enhancing the Impact, Attractiveness, and Innovation of TVET	Obj 2.3: Modernisation of TVET Delivery and Future Transitions		2.3.2 & 2.3.3: Modernize delivery via blended/online learning and upgrade physical infrastructure to integrate applied ICT/AI.
	3.5 Financing Challenges	PA 1: Governance and TVET Financing Resources	Obj 1.2: Secure and Diversify TVET Financing Resources		1.2.2 & 1.2.3: Enhance private-sector engagement through skills levies and develop blended or performance-informed funding models.
	3.6 TVET Teacher Shortages & Capacity Challenges	PA 2: Enhancing the Impact, Attractiveness, and Innovation of TVET	Obj 2.2: Enhance Teacher Capacity and Pedagogical Quality		2.2.1 & 2.2.2: Expand continuous professional development and promote structured industry attachment for TVET instructors.
	3.7 Weak Innovation & Entrepreneurship	PA 2: Enhancing the Impact, Attractiveness, and Innovation of TVET	Obj 2.6: Promote Innovation, Entrepreneurship, and Applied Learning		2.6.1 & 2.6.3: Integrate entrepreneurship competencies into core curricula and fund incubation facilities/maker-spaces.
	3.8 Lack of Comprehensive Access	PA 2: Enhancing the Impact, Attractiveness, and Innovation of TVET	Obj 2.4: Promote Lifelong Learning Pathways and RPL		2.4.3 & 4.3.1: Implement Recognition of Prior Learning (RPL) tools to validate skills of informal workers, women, and youth.
	3.9 Green Skills Deficit	PA 2: Enhancing the Impact, Attractiveness, and Innovation of TVET	Obj 2.3: Modernisation of TVET Delivery and Future Transitions		2.3.1 & 2.3.5: Update occupational standards with green competencies aligned with national sustainability strategies.
	Importance of Increasing Collaboration	PA 3: Strengthening Intra-OIC Collaboration and Partnerships	Obj 3.2: Facilitate Multilateral Cooperation		3.2.1 & 3.2.2: Trigger "South-South" matching mechanisms and self-sustaining institutional twinning with Centres of Excellence.
	STRONGER GOVERNANCE AND FINANCING	 INCLUSIVE AND ATTRACTIVE TVET SYSTEMS	 INNOVATIVE, RELEVANT AND FUTURE-READY SKILLS	 SUSTAINABLE AND RESILIENT SOCIETIES	 STRONGER COLLABORATION ACROSS OIC COUNTRIES

