

TVET Country Profile

KUWAIT



November 2018

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TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC’s online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more at www.unevoc.unesco.org/l/68.

Acknowledgements

The following report has been compiled with the support of the Public Authority for Applied Education and Training in Kuwait, a UNEVOC Centre.

UNESCO-UNEVOC TVET Country Profiles

To find similar information on other countries, please visit the UNESCO-UNEVOC World TVET Database at www.unevoc.unesco.org/l/589.

Statistics¹

General information

Category	Indicator	Statistics
Demographic	Total population (in thousands) ²	4007.15 (2017)
	Population growth (annual %) ²	1.46 % (2018)
	Median age of population ²	33.4
	Population aged 15-24 years (in thousands) ²	535.3
Socio-economic	GDP growth (annual %) ³	3.9 % (2018)
	GDP per capita (current US\$) ³	29,800 (2018)
	Unemployment rate (%) ⁴	2.7 (2017)
	Youth literacy rate, population 15-24 years, both sexes (%)	99.3 (2015)

Participation in education by level and by programme orientation (2014)

Category		Gross enrolment ration (%)		Percentage of students who are female (%)	
Primary education (ISCED 1)		102.7% (2014)		48.6	
Secondary education, all programmes	Lower secondary (ISCED 2)	94.9%	98.6%	50.4%	49.1 %
	Upper secondary (ISCED 3)		84.6%		52.3%
Tertiary education, all programmes (ISCED 5-8)		27% (2013)		63.9% (2013)	

Category		Percentage of students enrolled in vocational programmes, both sexes (%)		Percentage of students in vocational education who are female (%)	
Secondary education, all programmes	Lower secondary (ISCED 2)	2.5%	0.6% (2010)	58.4%	-
	Upper secondary (ISCED 3)		4.3%		60.9%

Indicator	Both sexes (%)	Percentage of students who are female (%)
Percentage of students in tertiary education enrolled in short cycle education (ISCED 5)	20.1% (2013)	51.1% (2013)

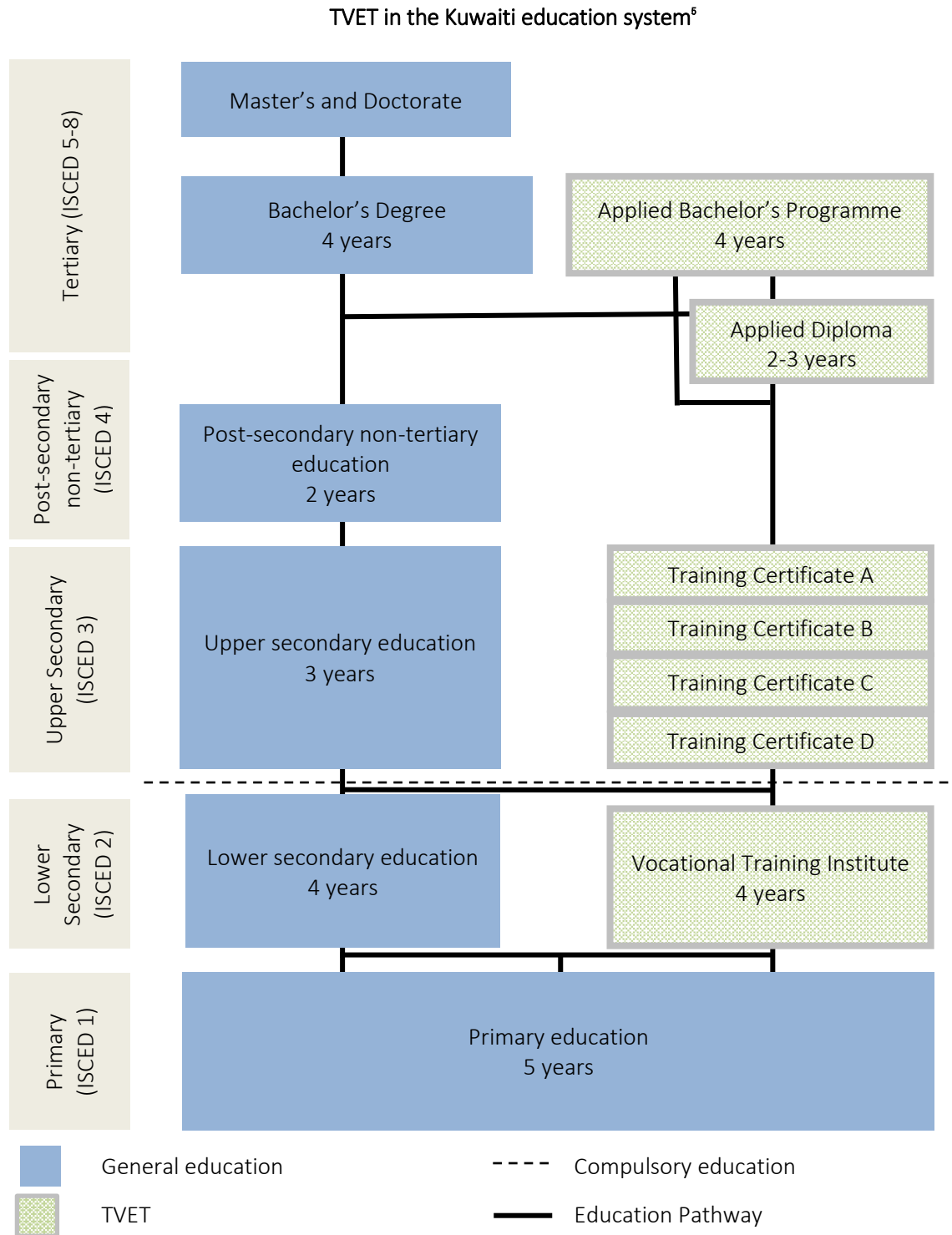
¹ Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

² UN DESA. World Population Prospects. <https://esa.un.org/unpd/wpp/Download/Standard/Population/>

³ World Bank. World Development Indicators. <https://data.worldbank.org/>; International Monetary Fund. Article IV (Estimates 2018). <http://t1p.de/1a79>.

⁴ International Labour Organization. ILOSTAT - ILO database of labour statistics. www.ilo.org/ilostat

1. TVET systems



⁵ Compiled by UNESCO-UNEVOC International Centre.

Formal TVET system

Intermediate training is offered at the lower secondary education (ISCED 2).	
Duration:	4 years
Admission requirements:	Primary education certificate
Taught in:	Vocational Training Institute
Graduates are able to proceed to TVET programmes offered at the upper secondary education level (ISCED3).	

Training Certificates A-D are offered at the upper secondary education (ISCED3).	
Duration:	1 – 4 years (depending on the certificate)
Admission requirements:	Intermediate training or lower secondary education to be admitted to Training Certificate D
Taught in:	Crafts Training Institutes (Training Certificate D), Technical and Professional Training Institutes (Training Certificates A, B, C)
Graduates with a Training Certificate A are able to proceed to TVET programmes at the post-secondary non-tertiary level (ISCED 4).	

Industrial Secondary Certificate programmes are offered at the post-secondary non-tertiary level (ISCED 4).	
Duration:	3 years
Admission requirements:	Training Certificate A or upper secondary education
Taught in:	Industrial or Engineering Training Institutes
Graduates are able to proceed to TVET programmes offered at the tertiary education level (ISCED 5-6).	

Applied Diploma programmes are offered at the tertiary level (ISCED 5).	
Duration:	2-3 years
Admission requirements:	General Secondary Certificate or Industrial Secondary Certificate
Taught in:	Applied Colleges and Higher Technical Institutes
Graduates are able to proceed to the Applied Bachelor's programme offered at the tertiary education level (ISCED 6).	

Applied Bachelor's programmes are offered at the tertiary level (ISCED 5).	
Duration:	4 years
Admission requirements:	General Secondary Certificate / Industrial Secondary Certificate or Applied Diploma
Taught in:	Applied Colleges

Non-formal and informal TVET systems

Non-formal TVET programmes are provided by private training institutes, organized and supervised by the Department of Private Training Institutes under the Public Authority for Applied Education and Training (PAAET).

Special short term training programmes are arranged to equip the trainees with basic technical skills in ICT for administrative and clerical roles.

2. TVET strategy and key policy documents

The following key documents help guide the development of TVET in Kuwait.

Name of document	Decree of Law No. 63/82
Date entered into force	1982
Website link	http://t1p.de/doi9
Key points and objectives	
<p>The Law establishes the Public Authority for Applied Education and Training (PAAET). The main aim of the PAAET, according to Article 2 of the Law, is to provide and develop the national human resources according to the development requirements of the country.</p> <p><u>Strategic objectives of PAAET:</u></p> <ul style="list-style-type: none"> • Re-structuring of PAAET institutions, programmes, and their continuous development to achieve the standards of educational, technology and development quality; • Encourage and support the private sector to establish institutions for applied education and training within the frame of the approved strategy of this sector; • Development of comprehensive system for the government and private management of applied education and training; • Design of a national system for the Kuwaiti Vocational Qualifications to control the inter regulations of hiring, teaching and training; • Direct the Kuwaiti young men towards the applied and technical professions and free business to work in the private sector in order to restore balance to the labour market.; • Development of the public education curricula to include fields of vocational teaching and training; • Achieve equal chances for those who are willing to join the applied education and training in their different stages of study; • Diversify the sources of financing of government institutions working in the field of applied education and training; • Development of the scientific research in the applied and technical fields according to the requirements for tackling the problems of social and economic development; • Promote the level of competence in using the resources allocated for applied education and training Institutions. 	

3. Governance and financing

Governance

The **Ministry of Education** is responsible for the development of the TVET system in Kuwait. Specifically, the Public Authority for Applied Education and Training (PAAET), which is under the Ministry, is responsible for providing suggestions and developing mechanisms to:

- Develop a comprehensive TVET system;
- Structure institutions and programmes that fall under the PAAET;
- Encourage the private sector to establish institutions for applied education and training;
- Design the national Kuwaiti vocational qualifications system, which will also be responsible for establishing regulations for hiring staff, and teaching and training standards;
- Encourage young Kuwaitis to enroll in TVET programmes;
- Develop curricula in the field of vocational teaching and training;
- Diversify the sources of financing for the TVET system;
- Develop research in the fields of applied and technical education and training, with a focus on tackling problems related to social and economic development.

Financing

TVET in Kuwait is entirely financed by the Kuwaiti government and there are no enrolment and participation fees.

4. TVET teachers and trainers

TVET teaching and training staff in Kuwait consist of teachers and instructors.

Teachers and lecturers are engaged in didactic activities at the tertiary education level, and are required to have at least a Doctorate (if they wish to be a teacher) and a Master's Degree (if they wish to be a lecturer). Instructors refer to specialized instructors, normal instructors and assistant instructors, who are engaged in the TVET programmes at the secondary and post-secondary non-tertiary education levels. Specialized instructors and normal instructors are required to have at least a Bachelor's Degree (ISCED 6), whereas assistant instructors are required to have at least a Diploma (ISCED 5).

The Measurement and Evaluation Professional Development Centre, the Ebn AL-Haitham In-Service Training Centre, Kuwait Society of Engineers, Kuwait Teachers Society, and the Deanship of community service and continuing education organize pre-service and in-service teacher training. These centres are supervised by the Public Authority for Applied Education and Training.

5. Qualification system and quality assurance

National Vocational Qualification Framework

No.	Qualification	Admission Requirement	Duration	Graduation Requirements	Responsible Institutions under PAAET
1	B.A	General Secondary Certificate /Industrial Secondary Certificate	8-10 study semesters	120-130 Units according to Specialty	Applied Colleges Approved institutions
		Applied diploma	5-7 semesters	75-90 units according to specialty	Applied Colleges
2	Applied Diploma/Training Diploma	General Secondary Certificate/Industrial Secondary	4-6 semesters according to specialty	65-95 units according to specialty	Applied colleges Training Institutes
3-	Industrial Secondary Certificate	Pass the intermediate stage	6 semesters	At least 30 hours per week	Nursing Institute
		Level A training Certificate .	2 training semesters	At least 30 hours per week	Training Institute
4	Training Certificate –Level A	Passing intermediate stage Passing admission tests or Training Certificate (B-C or D)	6 Training semesters	At least 30 hours per week	Training Institutes Approved training Institutions
5	Training Certificate –Level B	Passing intermediate stage Passing admission tests or Training Certificate (C or D)	4 Training semesters	At least 30 hours per week	Training Institutes Approved training Institutions
6-	Training Certificate –Level C	Passing intermediate stage Passing admission tests	2 Training semesters	At least 30 hours per week	Training Institutes Approved training Institutions
7-	Training Certificate –Level D	PASS Elementary stage as Min.	8 Training semesters	At least 30 hours per week	Training Institutes Approved training Institutions

Quality Assurance

The National Bureau for Academic Accreditation and Education Quality Assurance (NBAQ) is a public authority mandated to developing, sustaining and improving the quality of education in Kuwait through principles, programmes and practices that safeguard and ensure minimum acceptable standards of academic credibility and quality assurance in higher education. The NBAQ is geared towards establishing standards and mechanisms for measuring the quality of education in higher education institutions as well as specialized technical programmes, and ensure their consistency with local and international quality standards.

This is done through periodic institutional assessments in accord with international standards. The bureau also examines specialized technical programmes offered by higher education

institutions in Kuwait, in cooperation with international academic accreditation bodies and institutions, in order to ascertain their quality level and pursue their programmatic accreditation.

The Public Authority for Applied Education and Training (PAAET) is a vocational and technical training institution that provides for and develops the skills of the national labour force to meet the demands of a developing nation. It also provides training to students to have careers beyond the oil industry. Various vocational training programmes across business, technology, health sciences, telecommunication, construction, energy and industrial training are offered. The PAAET establishes the conditions and standards for accreditation and licencing, oversees the compliance by the TVET institutions. The quality of TVET is assured through collaborative accreditation programmes run by administrators, faculty members and the National Bureau for Academic Accreditation and Education Quality Assurance (NBAQ). Some of the mechanisms put in place to ensure the quality of the education and training in Kuwait are:

- Strengthen cooperation with global academic accreditation bodies;
- Qualifying national cadres capable of undertaking evaluation and accreditation work for higher education institutions;
- Follow-up with quality certificate holders to ensure their continuity;
- Study the obstacles and problems that affect the implementation of quality programs and propose appropriate solutions.

6. Current reforms and policy discussion

Current policy discussions are focused on ways to:

- Increase the use of technology in teaching and training processes;
- Regulate and collect data and performance indexes in order to integrate and align the Kuwait TVET system with Gulf and other regional systems;
- Increase the amount of scientific research conducted in the field of TVET;
- Improve the quality of TVET teachers and trainers by strengthening the pre- and in-service teacher and trainer training mechanisms;
- Promote an entrepreneurial mindset among students;
- Encourage the private sector to contribute to the development of the TVET system, including through financial contributions.

To this end, the government is implementing a number of programmes to support teacher development, expand and improve accreditation processes and increasing enrolment rates by convincing students but also enhancing the capacity of institutions to teach more students.

Challenges

According to the PAAET, Kuwait is facing the following challenges to the TVET system:

Governance and developing necessary legislation

Kuwait faces difficulties in developing regulatory mechanisms, governance structures and legislation to develop an effective TVET system. This includes legislation for the establishment of TVET institutions.

Diversifying finance	One of the main challenges TVET faces is the suboptimal utilization of resources by institutions. One of the consequences of this is that the graduation rates of these institutions have decreased. More efforts need to be made to develop and adapt regulations and mechanisms to ensure that institutions utilize their resources effectively, keeping into account the training costs.
Mismatch between skills and demand	There is a mismatch between the skills and competences that teachers teach in TVET programmes, and the needs of the labour market. This mismatch has resulted in an over reliance on foreign workers at the expense of the future prospects of the national labour force.
Lack of data	Another challenge faced by institutions is the lack of accessible data to influence decision-making, the development of policies, and collaborating on the national and regional levels.

7. References and further reading

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TVET COUNTRY
PROFILES

4
QUALITY
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Sustainable
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Goals