

TVET Country Profile

SAUDI ARABIA



February 2019

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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 [Technical and Vocational Training Corporation](#) in Saudi Arabia, 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.

Statistics

General information

Category	Indicator	Statistics
Demographic	Total population ¹	32,938,213 (2017)
	Population growth ¹	2.0% (2017)
	Median age of population ²	27
	Population aged 15-24 years ²	4,889,253

Socio-economic	GDP growth (annual %) ³	1.8% (2018)
	GDP per capita (current US\$) ¹	20,760.9 (2017)
	Unemployment rate (%) ⁴	6.1% (2018-Q1)
	Youth literacy rate, population 15-24 years, both sexes (%) ⁵	99.3% (2017)

Participation in education by level and by programme orientation (2017)⁶

Category		Gross enrolment (%)		Percentage of students who are female (%)	
Primary education (ISCED 1)		99.3%		49.3%	
Secondary education, all programmes	Lower secondary (ISCED 2)	106.8%	106.0%	47.6%	48.9%
	Upper secondary (ISCED 3)		107.7%		46.3%
Tertiary education, all programmes (ISCED 5-8)		61.0%		50.7%	

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)	8.4%	4.9%	52.2%	21.9%
	Upper secondary (ISCED 3)		3.4%		8.4%

Indicator	Both sexes (%)	Percentage of students who are female (%)
Percentage of students in tertiary education enrolled in short cycle education (ISCED 5)	17.8%	21.1%

Education finance

Category	Indicator	Statistics
Expenditure	Government expenditure on education as % of total government expenditure (%) ⁷	15.0% (2018)

SDG thematic indicators related to TVET and skills⁶

Category	Indicator	Statistics (2017)
Selected SDG thematic indicators	Participation rate in technical-vocational programmes, 15- to 24-year-olds (%)	4.8%

Type of institutions⁶

Type of institution	Education level	Ministry responsible	Number of institutions
Colleges of Technology (male)	Upper secondary	Technical and Vocational Training Corporation	52
Colleges of Technology (female)	Upper secondary	Technical and Vocational Training Corporation	36
Strategic Partnership Institutes	Upper Secondary	Technical and Vocational Training Corporation	24
Industrial Secondary Institutes	Lower Secondary	Technical and Vocational Training Corporation	64

Recurrent updates on the aforementioned data will be available at <http://t1p.de/mtww>

Other useful statistics related to TVET and skills development⁶

Indicator	Enrolment Statistics
Colleges of Technology- Female Diploma	30,963
Colleges of Technology - Male Diploma	123,461
Strategic Partnership Institutes Diploma	9,594

¹ World Bank. *World Development Indicators, 2017*. <https://data.worldbank.org/country/saudi-arabia>
World Bank. *MENA economic monitor*. <http://documents.worldbank.org/curated/en/295771523636086106/pdf/125262-MEM-April2018-Saudi-Arabia-EN.pdf>

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

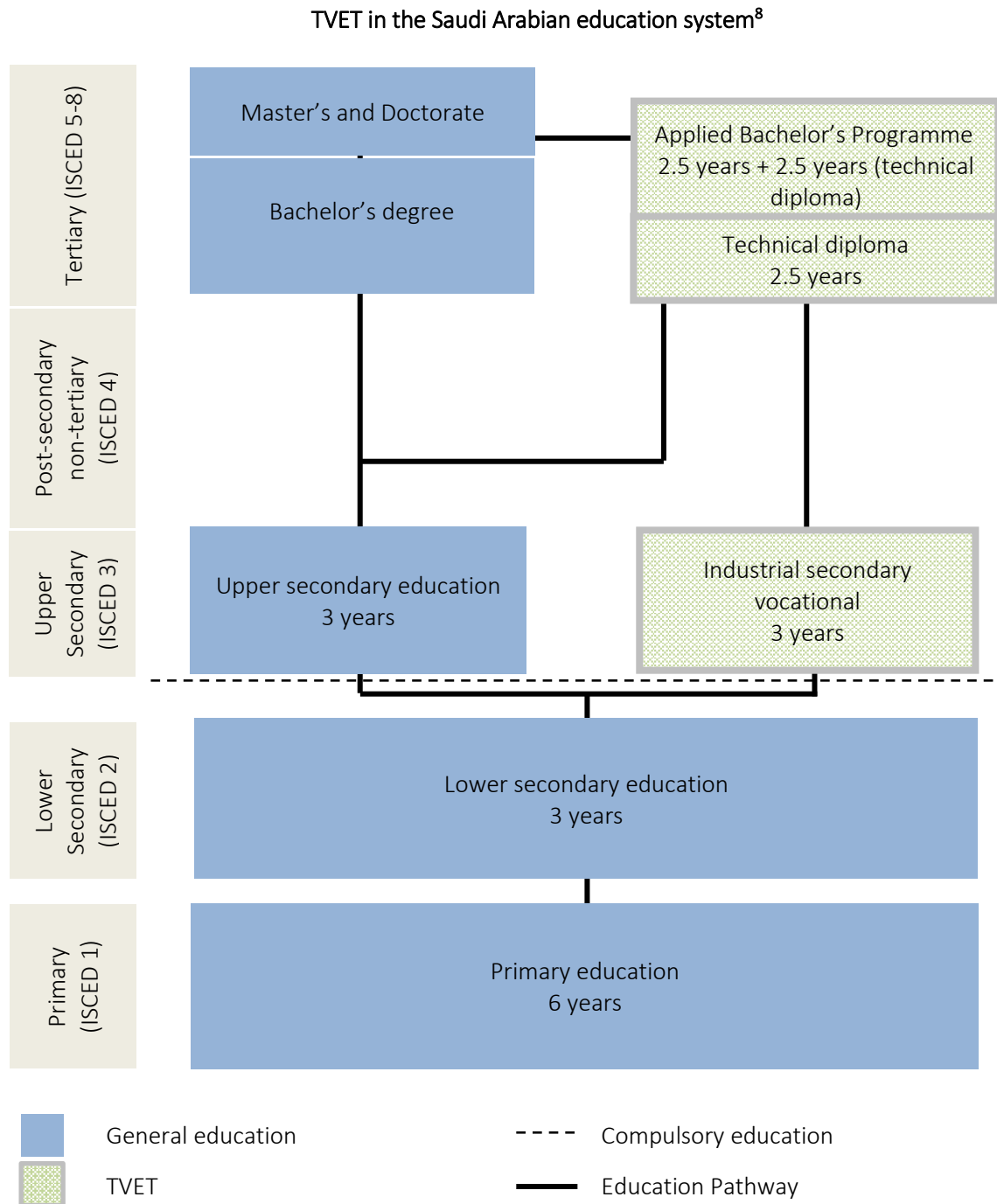
⁴ International Labour Organization. *ILOSTAT - ILO Database of labour statistics*. www.ilo.org/ilostat

⁵ UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

⁶ Compiled by the Technical and Vocational Training Corporation, Saudi Arabia.

⁷ International Monetary Fund. *IMF Article IV, 2017*. <https://www.imf.org/en/Publications/CR/Issues/2017/10/05/Saudi-Arabia-2017-Article-IV-Consultation-Press-Release-and-Staff-Report-45312>

1. TVET systems



⁸ Compiled by UNESCO-UNEVOC International Centre.

Formal TVET system

As the apex regulatory and oversight body, the Technical and Vocational training Corporation (TVTC) supervises all training programmes offered by its member institutions.

Industrial secondary vocational courses are offered at the upper secondary education level (ISCED 3).	
Duration:	3 years
Admission requirements:	Lower secondary certificate
Taught in:	Institutions under the Ministry of Education and the Technical and Vocational Training Corporation (TVTC)
With this qualification, graduates are able to attend TVET programmes at the short cycle tertiary education (ISCED 5).	

Technical programmes are offered at the post-secondary non-tertiary education level (ISCED 5).	
Duration:	2.5 years
Admission requirements:	Upper secondary certificate
Taught in:	Technical and Vocational Training Institutions under TVTC
With the Associate Technical Degree, graduates are able to attend TVET programmes at the tertiary education level (ISCED 6).	

The Applied Bachelor's Programme is offered at the tertiary education level (ISCED 6).	
Duration:	2.5+2.5 years (2.5 years Diploma programme and then 2.5 years of further courses to obtain the Applied Bachelor's qualification)
Admission requirements:	Completed 75 credit hours of the technical diploma in a College of Technology or Higher Technical Institute
Taught in:	Technical and Vocational Training Institutions under TVTC
Graduates are able to attend Applied Master's programmes and General Education Master's programmes in a related field upon graduation.	

Non-formal and informal TVET systems

The Technical and Vocational Training Corporation (TVTC) also offers non-formal TVET programmes. Some examples include:

Programme:	Mobile, equipment and facility maintenance
Ministry/organization responsible:	Technical and Vocational Training Corporation (TVTC), Ministry of Labour or the Ministry of Education
Target audience:	Semi-skilled workers
Admission requirements:	Basic literacy and basic skills as per course requirements
Qualifications received:	Certificate of attendance

Depending on the training programme, prior qualifications or skills are judged for their adequacy by the respective training providers. TVTC and the other aforementioned ministries conduct these programmes which are often sponsored by the Human Resources Development Fund (HDAF).

2. TVET strategy and key policy documents

Technical and vocational education and training (TVET) in Saudi Arabia aims to attract more students and provide them with the necessary skills needed to support the country's sustainable development. Initiatives include fostering cooperation with the private sector and developing the capacity to adapt and deal with changes based on applied research.

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

Name of document	Vision 2030
Date entered into force	2015
Website link	http://t1p.de/ha3y
Key points and objectives	
Vision 2030 sets out a broader concept for Saudi Arabia's future development, including the adaption of skills set to meet the demands of the market. It emphasizes the training of youth and supports the participation of Saudi women in the labour market through skills development, in cooperation with the private sector and community organizations.	

Name of document	National Transformation Programme 2020
Date entered into force	2015
Website link	http://t1p.de/hgov
Key points and objectives	
The National Transformation Programme 2020 operationalizes Vision 2030 and establishes targets for the ministries and other associated bodies. With regards to education, the programme calls on those responsible to:	
<ul style="list-style-type: none"> • Provide education services to all students at all levels; 	

- Improve recruitment, training and the development of teachers;
- Improve the learning environment to stimulate creativity and innovation;
- Improve curricula and teaching methods;
- Improve students' values and core skills;
- Enhance the education system's ability to meet the needs of the labour market;
- Develop the education sector's financing system;
- Develop partnerships with the private sector.

Name of document	Technical and Vocational Training (TVTC) Strategy
Date entered into force	2008
Website link	http://t1p.de/7tnw
Key points and objectives	
<p>The main objective of the TVTC Strategy is the establishment of a TVET system that is able to:</p> <ul style="list-style-type: none"> • Encourage more students to join TVET and participate in the pursuit of sustainable development; • Qualify and develop the national workforce in the technical and vocational fields, according to the labour market needs in terms of quantity and quality; • Deliver quality and efficiency-based training programmes that qualify the trainee to find an appropriate job in the labour market; • Adapt and deal successfully with the challenges and changes in the labour market, based on research and applied studies; • Build strategic partnerships with business sectors in order to implement technical and vocational programmes; • Raise the community's awareness of the importance of working in technical and vocational fields, as well as provide the appropriate environment for life long training; • Create a safe and motivating environment for working and training at TVTC institutions; • Encourage investment in private technical and vocational training; • Strengthening and integrating relationships with national educational and training institutions; • Expand in the areas of advanced training that support the national plans, as well as participate in and develop the process of technology transfer. 	

3. Governance and financing

Governance

The Ministry of Education, Ministry of Labour and Social Development, Ministry of Finance, and the Ministry of Economy and Planning as well as the Chambers of Commerce are involved in the governance of the Saudi Arabian TVET system.

In 1980, the **Technical and Vocational Training Corporation (TVTC)** was founded to serve as an umbrella organization for TVET institutions. In 2008, the new vision, mission and strategic goals were approved by the Council of Ministers. It also runs Colleges of Technology, Girls' Higher Technical Institutes and Vocational Institutes. The main functions of TVTC are to:

- Design and implement TVET programmes;
- Conduct TVET research;
- Develop and review TVET plans and strategies in accordance with national policies and frameworks;
- Qualify TVET trainers;
- Set standards, issue licenses and supervise the establishment of private TVET institutions;
- Establish strategic partnerships with training organizations in order to run and manage TVET institutions;
- Advise the public and private sector on TVET;
- Design and develop TVET training tools and technologies;
- Participate in national and international TVET cooperation;
- Develop best practices of rules and regulations in TVET.

Financing

The Ministry of Finance allocates the TVET budget for the Technical and Vocational Training Corporation. The funding mechanisms include a combination of monthly funding on a per-student basis, and a performance-based funding. The performance-based funding is linked to output metrics (e.g. graduation rates) and/or outcomes metrics (e.g. employment of graduates 12 months after completion). Funding based on outcomes metrics is a smaller segment (15%) of the overall allocation made to the TVET. Providers willing to take higher performance-based risks can seek higher overall funding levels compared to those relying on guaranteed funding, but all training providers will be expected to incorporate some performance-based incentives into their expected allocation. Furthermore, the Saudi Human Resource Development Fund (HDAF), established in 2000, also finances the training programmes organized by the relevant ministries as well as skills assessment and forecasting.

4. TVET teachers and trainers

Trainers are required to hold the following qualifications to train at the various training levels:

Education level	Qualifications required
Secondary education (ISCED 3)	Master's Degree, Bachelor's Degree or Higher Diploma
Technical Institutions (ISCED 4)	Master's Degree, Bachelor's Degree or Higher Diploma
Tertiary education (ISCED 6)	Master's Degree and specific expertise in the area taught

The TVTC conducts pre-service training for TVET trainers. Trainers also sometimes undergo overseas studies and normally have a Bachelor's or Master's Degree as well as specific expertise in the area taught.

Technical Colleges and Secondary Technical Institutes conduct in-service training.

5. Qualification system and quality assurance

National Qualifications Framework (NQF)

The National Commission for Academic Accreditation and Assessment will administer the Saudi Arabia National Qualifications Framework, which will have seven levels as follows:

Level	Academic qualifications	TVET Qualifications
1	Primary	Certificate
2	Upper primary	Diploma
3	Secondary School Certificate	Secondary Diploma
4	Intermediate	Associate Technical Degree
5	Bachelor's Degree	Applied Bachelor's Programme
6	Master's Degree	Applied Master's Programme
7	Doctorate	-

The National Qualifications Framework is still in development, and will be implemented by the end of 2018. For more information, please visit <http://t1p.de/ux8y>.

Quality assurance

Currently, the TVTC ensures the quality of TVET provision at its institutes in accordance with the standards established under the TVTC mandate. However, following the promulgation of the National Qualifications Framework, the quality assurance will be linked to the provisions established therein. The NQF will also furnish the rules, regulations and guidelines to accredit and certify the academic and technical programmes.

All TVET providers, including private institutions, need to be accredited by the Technical and Vocational Training Corporation (TVTC).

6. Current reforms and policy discussion

Education transformation projects related to the national development goals of the Saudi Arabia Vision 2030 focus on:

- The need to develop trainers, technicians and specialists;
- The need to design and implement quality training programmes; and
- Introducing and developing advanced training initiatives.

Challenges

Saudi Arabia is facing the following challenges to the TVET system:

Gender equality in TVET programmes	Equality of access to TVET for females has been a challenge, and continuous efforts are underway to promote their participation in TVET programmes.
Increase enrolment	TVTC needs to further encourage Saudi nationals to participate in TVET programmes by making TVET pathways more attractive. The provision of new TVET programmes that develop industry and labour market responsive skills at the secondary education level could foster the choice of pursuing the TVET pathways at higher levels as well. Such programmes ought to focus upon key industries of the Saudi economy, both current and emerging. Furthermore, investments in the Industrial Secondary schools are planned to establish diploma courses for TVET graduates.
Improve training environment and professional guidance	TVET organizations and workplaces need to be modernized so that they can offer more valuable and relevant training and professional exposure to the students. This would not only improve the quality of TVET and its learning outcomes, but also foster greater innovation.
Incorporate ICT in TVET	Capacity of TVET trainers and institutions needs to be developed to support the continued integration of ICTs in TVET. Part of the ongoing work focuses on improving the e-training systems in TVTC colleges and institutes. This includes the use of distance learning, blended learning and self-training (which is training through MOOC's followed by an official exam) programmes offered by the institutions under the TVTC.
Developing relevant curricula	Forecasting current and emerging skills demands is a challenge. However, currently efforts are underway to ensure that the curricula developed meets the needs of the current and future labour markets. There is a lot of emphasis on making sure that the curricula take into account new technologies. To further enhance the consistency of the training programmes being offered with the industry's needs, TVTC is collaborating with a variety of industrial partners. These include training academies

with leading Information and Communication Technology companies such as Cisco (56 academies), Oracle (18 academies), Microsoft (70 academies), Huawei (2 academies) SAP (20 academies) and Adobe (18 academies).

7. References and further reading

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TVET COUNTRY
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