

An Overview of the
TVET System
in the Sultanate of Oman



United Nations
Educational, Scientific and
Cultural Organization

Beirut Office

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This report, a UNESCO initiative, examines Work-Based Learning programmes for young people in Oman. The information collected and research conducted follows the methodology and guidelines of UNESCO for the national reports on reviewing work-based learning programmes for young people in the Arab region. This report aims to support partners in the design and implementation of relevant Technical and Vocational Education and Training (TVET) policies that can contribute to youth employment.

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Forward

Work-based learning (WBL) has become a key issue in the international debate on human capital development. In line with UNESCO's TVET Strategy (2016-2021), UNESCO promotes TVET as an integral component of education, which is a human right and a building block for peace-building and inclusive sustainable development. With its humanistic and holistic approach to education, UNESCO strives to enhance inclusive education systems where all individuals benefit from meaningful and lifelong learning, delivered through multiple formal and informal pathways.

This case study seeks to inform policymakers and practitioners in Oman, including private sector and civil society about how to design and manage effective work-based learning programmes targeting young people.

In Oman, TVET's landscape is changing fast, as new programmes and new roles are emerging. Changes in TVET are the result of political and structural changes in the overall education and training system. They are also the result of external social, political and economic factors, notably youth unemployment, demographic developments, and labour market trends driven by technological and work processes and organizational changes, as well as geopolitical turmoil in the region.

In this context, WBL is a powerful driver for expanding and improving the relevance of TVET. However, realising the potential of WBL requires policymakers and social partners to engage in partnerships and in close cooperation.

In addition, this case study seeks to provide current information on the state of WBL in Oman by examining the national context, the nature and extent of WBL, policies and legislations, employer and employee organizations, resources to improve the quality of WBL programs, funding, and data on performance of WBL on employment, productivity, growth, and sustainable development. The report also examines WBL as a vector for access to TVET for disadvantaged groups including young women.

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List of Abbreviations

TVET	Technological Education and Vocational Training
WBL	Work Based Learning
MoMP	Ministry of Manpower
VET	Vocational Education and Training
VTC	Vocational Training Centres
OAAA	Oman Academic Accreditation Authority
PDO	Petroleum Development Oman
OSTC	Occupational Standards and Testing Center
NTP	National Training Programs
OJT	On Job Training
OPAL	Oman Society for Petroleum Services
SQU	Sultan Qaboos University
DGOSCD	Directorate-General of Occupational Standards and Curriculum Development
DGVT	The Directorate General of Vocational Training

Section One

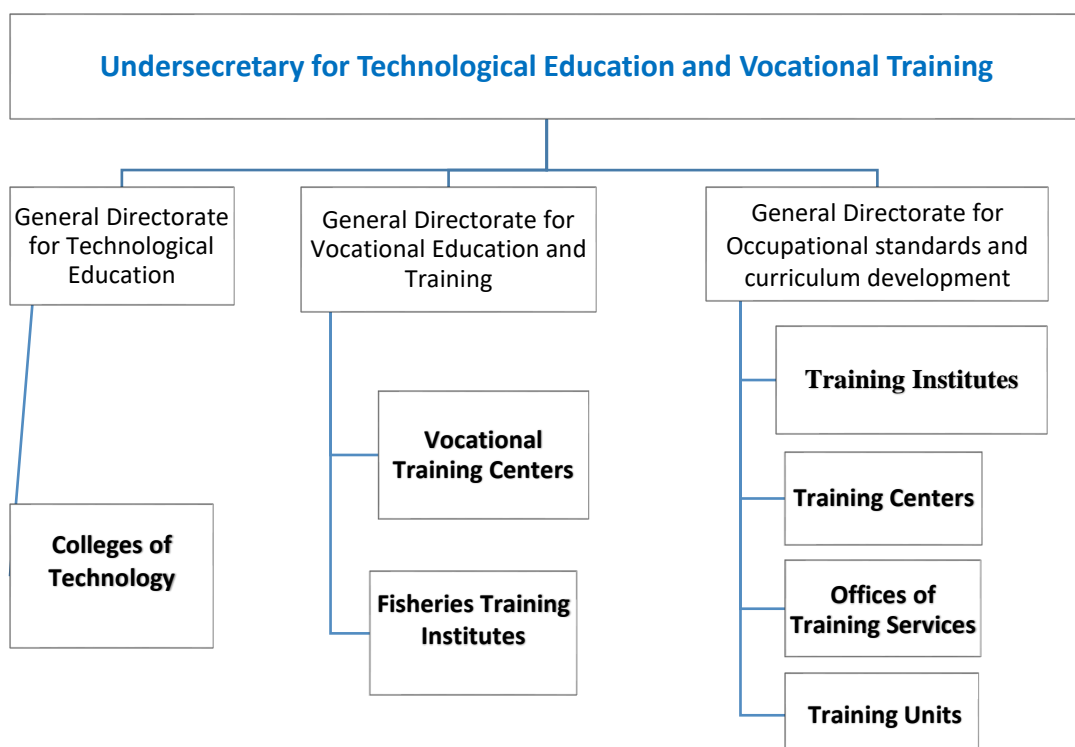
The National Context

The Ministry of Education in the sultanate of Oman administers the development of education in all its levels, which starts from 1st grade leading up to 12th grade. Schools outline possible career paths for students and their requirements. In 12th grade, students register their career choices and preferred education institutes at the higher education admission centre. The Centre helps stream students to universities, colleges, technological colleges, and vocational training centres.

In Oman, the Ministry of Manpower (MoMP) governs the Technological and Vocational Education and Training (TVET) sector and the sustainability and development of the labour market. As for the TVET governance and management, the MoMP runs seven Technological Colleges situated in different governorates of Oman, six Vocational Training Centres, and two Fishery training institutes. In addition, there are more than 400 private training institutes scattered across the country near industrial areas. The centre for occupational standards and testing helps improve graduate's skills based on the labour market needs.

There are three general directorates (the directorate general for technological education, the directorate general for vocational training, and the directorate general for Occupational standards and curricula development) that run under a secretary for the TVET sector who in turn reports to the Minister of Manpower. Each general directorate oversees a section of the TVET system as figure 1 below shows:

Figure 1. Organisational Structure of TVET



Modules of informal apprenticeship and enterprise-based learning are offered and regulated by the Directorate General for Vocational Training and the Directorate General for Occupational Standards and Curriculum Development with differences in laws, duration, and nature of program; as a result, of the following contributing factors;

1.1 Oman's Demography

Oman occupies about 0.3 million km² of land. It is located in the south east of the Arabian Peninsula with Yemen, Kingdom of Saudi Arabia, and United Arab Emirates in the neighbourhood (UNESCO, 2017). Its coastline is about 3,165 kilometres and embraces three main seas, including the Sea of Oman, the Arabian Sea, and the Arabian Gulf (Ministry of Tourism, 2016).

The country comprises of 11 governorates (Muscat, Dhofar, Musandam, Al-Buraimi, Al-Dhakhilyah, Al-Batinah North, Al- Batinah South, Al- Sharqiyah North, Al-Sharqiyah South, Al Dhahirah, Al-Wusta) in which these governorates vary in their physiographic nature (Ministry of Legal Affairs, 2016).

The country's current population is about 4.5 million (whereas about 2.9 million males and 1.5 million female) and an additional two million are expatriates. The table below shows the present size, sex ratio and the natural growth rate of all populations including Omanis and Non-Omanis.

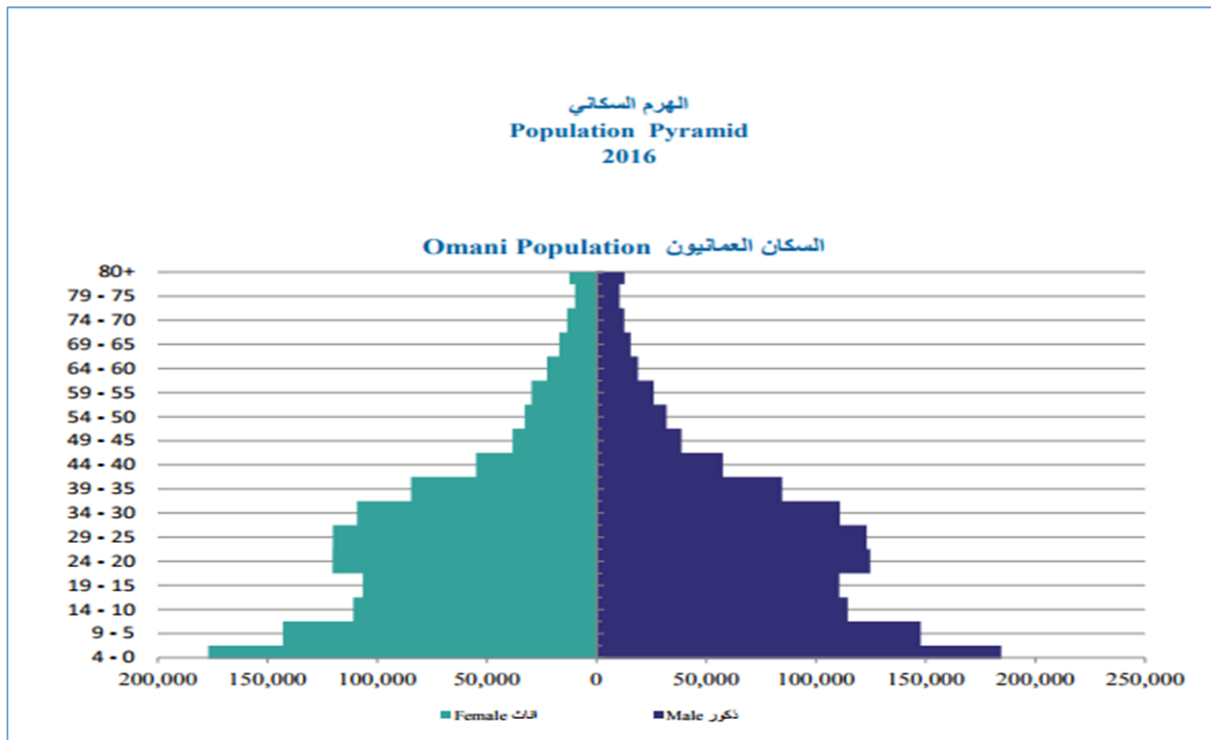
Table 1. Indicators on Demography 2017

Total population per capita (October 31st 2017)	4,414,051
Omanis	2,427,825
Expatriates:	1,986,226
Natural growth Rate (Omanis)	5.9%

Source: the National Center for Statistics and Information

His majesty Sultan Qaboos bin Said Al-Busaidi, Oman's leader, emphasizes human resources building and strategic planning as vital factors of social and economic progress. Sultan Qaboos made basic education obligatory and free for all Omani. The decree numbered 117/2011 on the 26th of October 2011 supports human resources building and establishes the national youth committee, which aims at reinforcing the role of youth in the country's development.

Figure 2. The Population Pyramid of Omanis by the End of 2016



Source: 1 statistical year book 2017

1.2 Oman's Economy

In 2016, the royal decree number 1/2016 approved the 9th five-year growth plan (2016-2020) which requires all bodies involved in the economy to submit their strategies and key performance indicators to achieve the 20 years' development plan titled Oman 2020. This plan plays a pivotal role in bridging gaps -if found- or/and gearing between Oman 2020 and the future vision plan of Oman 2040. There are number of challenges including; the continues flux of oil prices, geopolitical circumstances, and the rising demand of the labour market for skilled workers to strive in such a harsh environment. The National Program for Bracing Economic Diversity (Tanfeeth) was set to ensure succession of the 9th five years growth plan aiming at achieving real growth rates for the gross domestic product (GDP) so that Omani citizens can have a decent livelihood and a standard of living. The initiative aims at providing practical solutions to challenges that may arise while implementing this plan as well as generating more job opportunities and realistic productive capacity, educational, cultural, and epistemic development in Oman (Supreme Council for Planning, 2016).

According to the new vision, promising sectors such as transformational industries, tourism, transportation, logistics services, mining, and fishery should contribute to the Economic Diversity Process by increasing the percentage of these sectors' participation in the Sultanate Gross Domestic Product (GDP) and increase investments to generate more job opportunities (The National Program for Enhancing Economic Diversification (TANFEEDH) handbook, 2017). Figure 2 shows the current gross value added by the above-mentioned sectors (National Centre for statistical and information, 2017). The table below shows the sectors targeted for either Omanization or expansion or both.

Table 2. Economic Activity or Sector Focus in the Next 20 years

Sector focus for Stage One	
Manufacturing	
Logistics	
Tourism	
Finance	
Employment and the Labour Market	
Sector for Stage Two	
Fisheries	
Mining	

Source: <http://www.tanfeedh.gov.om/en/focus-sectors.php>

Figure 2. Gross Value Added by Selected Sectors

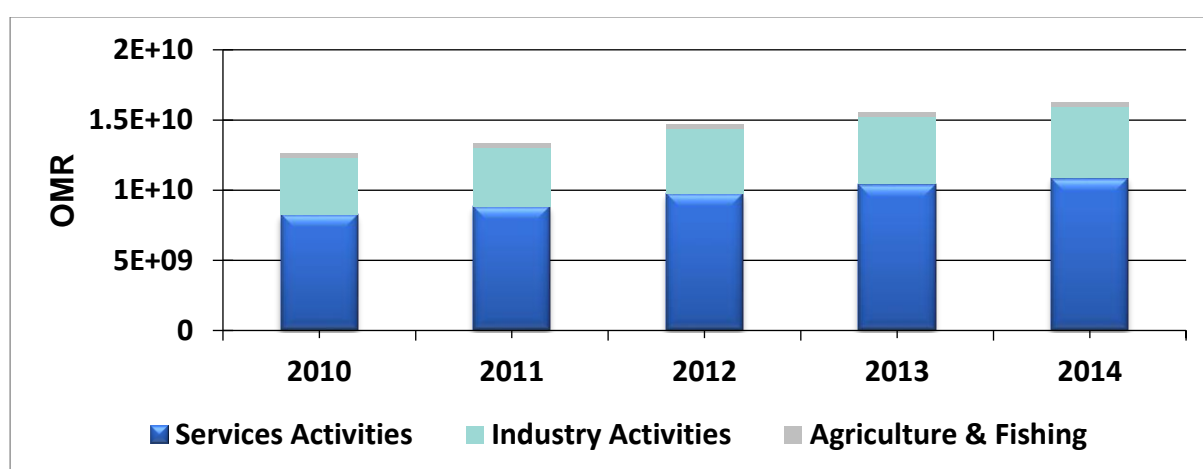


Table 3. Indicators on Oman's Economy

Major Indicators for Oman Economy	
Gross Domestic Product at Current Prices (2014)	Mn. R.O. 31,450.8
Gross National Income (GNI) (2014)	Mn. R.O. 29,984.8
GNI per Capita (2014)	R.O. 7,327.
Total Government Revenue (2014)	Mn. R.O 14,107.5
Oil & Gas Revenue as a % of Total (2014)	84.3
Total Government Expenditure(2014)	Mn. R.O 15,171.8
Natural resources	petroleum, copper, asbestos, some marble, limestone, chromium, gypsum, natural gas

Source: The National Center for Statistics and Information: October 2015 monthly report.

¹ Omani Rial equals 2.60 US Dollar

1.3 Oman's Labour Market

The Omani labour market consists of many categories depending on the nature of the job contract, the governance of the institutes being either private or public sector, and the nature of the industry. A key player in all sectors is human resources and the capacity and skills to occupy the demand influx with the appropriate skills level. To achieve those measures, certain indicators will help draw strategic plans for emerging and submerging industries. However, for an Islamic Arabic-speaking country like Oman there are certain cultural and social challenges in effect when drawing economic growth plans. For example, Omanizing, womanizing and localizing certain jobs require these considerations; specifically, for jobs 'appropriate for women. The following tables show female participation in the labour market, private sector growth, level of qualification, skills level, and age group respectively.

Table 4. Women Participation Growth

Growth rate of Omani women working in the labour market private sector from 2012-2016	
Year	Number
2012	43958
2016	55964
Growth Rate	0 %

Source: Directorate General for Planning and Development 2017, the Working Omani women in the private sector, third edition. Ministry of Manpower

Table 5. Women Participation by Qualification

Distribution of Omani women working in the labour market private sector by qualification level by end of 2016		
Qualification level	Number	Percentage %
Above bachelor	422	0.8
bachelor	8081	14.4
Diploma	5468	9.8
Secondary school	25230	45
Below Secondary school	16763	30
Total	55964	100

Source: Directorate General for Planning and Development 2017, the Working Omani women in the private sector, third edition. Ministry of Manpower

Table 6. Female Participation by Skills Level

Distribution of Omani women working in the private sector by skills level by the end of 2016		
Skills level	Number	Percentage %
Specialists	11465	20.5
Technicians	5310	9.5
Craftsman	29238	52.2
Skilled	2020	3.6
Semi-Skilled	7931	14.2
Total	55964	100

Source: Directorate General for Planning and Development 2017, the Working Omani women in the private sector, third edition. Ministry of Manpower

Table 7. Female Participation by Age Group

Distribution of Omani women working in the private sector by age group by the end of 2016		
Age group	Number	Percentage %
55-60	1580	2.8
40-54	11131	20
25-39	38655	69.1
18-24	4597	8.1
17-15	-	-
Total	55964	100

Source: Directorate General for Planning and Development 2017, the Working Omani women in the private sector, third edition. Ministry of Manpower

1.4 Oman's Education System

Educational reforms in general and higher education has been in the forefront of the government's agenda of transformation. The first phase of "educational renaissance" lasted from (1970-1988) through the vision of His Majesty Sultan Qaboos whose focus was to "widen the accessibility to education" to all locals. The second transformative phase lasted until 2007 and focused on the continuous improvement of the 'quality of education' through the development of basic education curriculum with special emphasis on Grade 1 to 12 (Al Najar, 2016). During this phase, there was also a paradigm shift in curriculum development. Schools that were teaching the Holy Quran and mathematics developed into conventional schools teaching all subjects (AlGhassani, 2010). These two phases transformed the educational sector in Oman from a meagre number of three schools in the early 70s to 1,040 schools educating 517,053 pupils in Oman in 2012. (Department of Statistics and Indicators, 2012).

Oman's current education system is a three-tiered system comprising of basic, secondary, and tertiary education. In 1997, the basic education program was introduced and consists of two cycles; the first cycle covers grades from 1 to 4 and the second cycle covers grades from 5 to 10. During the second cycle, there are two years of post-basic education (secondary education). Basic and secondary education is obligatory for all children. In addition, there are a number of prestigious private schools and the majority of schools are private educational establishments (Ministry of Education, 2017).

The Ministry of Higher Education runs higher education, which is free of charge for all locals. In 1986, the Ministry created the Sultan Qaboos University, which now has six colleges of Applied Sciences. There are a number of profitable private colleges and universities, which offer higher education programs.

1.4.1 Role of Quality Assurance in the System

Quality in management, assurance, and control is evident in all aspects of the Omani educational system. Based on Royal Decree No. (54/2010), the Oman Academic accreditation authority (OAAA) is bestowed upon the responsibility to develop levels that meet international standards within the country's vision. The authority has three main tasks: program accreditation, institution accreditation, and developing the Omani national qualification framework, which sets education and training providers' requirements for each occupation. However, data about apprenticeship or other forms of work-based learning (WBL) is non-existent. It is important to note that the qualification framework is still under development.

Section Two

The Nature and Extent of Work-Based Learning Programmes, Including Apprenticeships

This section highlights existing practices in the TVET education and training system in Oman that can be categorised as enterprise-based learning, which encompasses apprenticeship and other forms of on-the-job training and learning for students and employees of different ages. The notion of linking learning to employment is historical and present in different cultures and civilizations where an apprentice would observe and practice an occupation until skills mastery. The literature review on the importance and significance of work-based learning is not the focus of this section, but rather the practical attempts to incorporate this type of learning to help identify strengths, weakness, and opportunities for all stakeholders. However, it is important to have a historical background and overview on enterprise-based learning schemes existing in Oman.

2.1 Historical Perspective

TVET started in 1967, when the Petroleum Development of Oman (PDO) Company established the first vocational institute in the country. In the institute, training focused on 77 lower level vocational and clerical staff. PDO realized there was a real need for vocational education and training schemes in Oman.

The Renaissance period led by his majesty Sultan Qaboos Ben Said Al-Said ushered the development of TVET. During the first stage of TVET development, Oman adopted learning schemes of western countries like the UK and Germany. The TVET sector has aimed to meet the rapid demands of the labour market in terms of quality and quantity. The current national systems are the result of local needs and circumstances. Different authorities were responsible to support the TVET sector until 2001 when the Ministry of Manpower took over. Three different bylaws were promulgated by ministerial decisions and published for each sub-sector, which are; technological education, governmental vocational training centres, Fisheries Institutes, and Private Training Institutes (Ministry of Manpower, 2017).

The country has benefited from outsourced experienced workers of all skills and qualifications to achieve its strategic goals of social development and economic growth. The focus was set into parallel directions, which are human development and maintaining a dynamic labour market, which expatriates have contributed greatly in maintaining.

2.2 Participation in and Provision of Work-Based Learning Forms

The rapid development of the Omani labour market, the changing demographics of the country, and the increase of youth enrolment in the TVET sector have changed the structure of TVET. The role of overseeing TVET development has been strategized to be divided into three main Directorate Generals, which seek to support the labour market, “Omanize it”, and localize it. The table below shows the first year enrolment in all higher education institutes and TVET sector.

Table 8. TVET Enrollment in the First Year Vs Higher Education Enrollment

First year Enrolment in:	Male	Female	Total	Percentage
All HE	11201	14950	26151	100%
TVET only	6371	4423	10794	41.27%

The percentage of students enrolled in TVET programs is an indicator as well as a short-term target for the Omani government to increase TVET participation. Another indicator triangulated to support the above is the percentage of TVET students enrolled in government –funded higher education institutions in 2013-2014 as shown in the table below.

Table 9. Percentage of TVET Students in Government-Funded Higher Education Institutions

Enrolment in government HE institutions:	Total	Percentage
All government	69316	
TVET only	43525	62.8%

The provision of work-based learning through the TVET sector in Oman can be better analysed through the four sub-sectors under the supervision of the Ministry of Manpower namely: the Directorate-General of Technological Education (DGTE), the Directorate-General of Vocational Training (DGVTV), the Directorate-General of Occupational Standards and Curriculum Development (DGOSCD), and the Occupational Standards and Testing Centre.

2.2.1 Provision of Work-Based Learning by the Directorate-General of Technological Education Sub-Sector

The DGTE is responsible for the provision of technological education. It directs and supervises seven colleges of technology (CTs), located strategically at different Governorates with a total current enrolment of 41,043 students (22,461 Male and 18,582 Female) in the academic year 2016/2017 (Ministry of Manpower open resources 2017).

The bylaws forbid attaining a qualification without spending nine months on-the-job training in the private sector. Colleges have different departments for job trainings to ensure professional training is taking place. Full-time students and part-time students who are mainly employees are not able to attain the two-year diploma nor the 4-year bachelors' degree without meeting this condition.

On-the-job training must be relevant to the student's area of study. The departments responsible for on-the-job training secure training opportunities with potential employers. The colleges' request trainings relevant to the list of disciplines below.

Table 10. Areas of Study and Number of Programs Provided

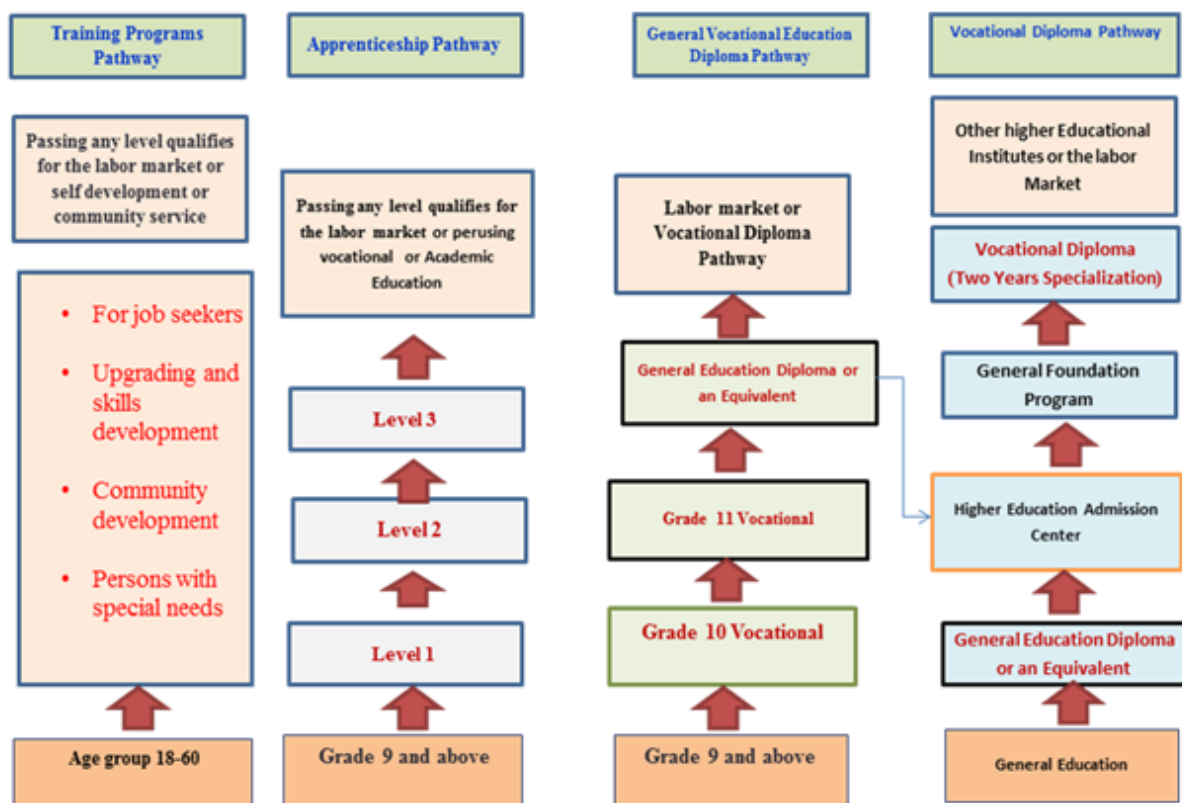
Discipline Area	Number of Specializations
Engineering	15
Information Technology	7
Business studies	7
Applied Science	6
Fashion Design	1
Photography	1
Pharmacy	1
Total	38

2.2.2 Provision of Work-Based Learning by the Directorate-General of Vocational Education and Training Sub-Sector

The Directorate General of Vocational Training (DGVT) at the MoMP is accountable for developing government-funded Vocational Education and Training (VET) in Oman. The DGVT supervises and directs six Vocational Training Centers (VTCs) and two Fisheries Institutes (FIs) located at different Governorates of the Sultanate.

Students can follow four different types of pathways such as the apprenticeship pathway, the training programs pathway, the general vocational education diploma pathway, and the vocational diploma pathway. The figure below shows the progression of pathways.

Figure 3. Pathways and Progression Roots



According to the bylaws, the apprentice pathway involves a contract signature prior to joining the vocational institute where the trainee is taught and trained on a set of skills predetermined by the employer in both the institute and the company. The apprenticeship opportunities are determined after coordination with the labour department in the Ministry of Manpower. The training duration per skill level is usually not less than nine months. This pathway has two partners: the employer and the ministry where the employer provides the practical training referred to as the on-the-job training, while the Ministry provides the venue for the theoretical learning. The certification attained in this pathway depends on the duration of the work-based learning period and the mastery of the pre-set skills set through different types of assessment agreed upon by the VTC and the employer. The departments of on-the-job training in the main office and in the vocational institute follow up with students who under training to ensure that all learning and training outcomes are achieved. The departments help ensure the satisfaction of the trainer skill mastery, which as mentioned earlier is defined in advance according to the employers needs and standards.

2.2.3 Provision of Work-Based Learning by the Directorate-General of Occupational Standards and Curriculum Development Sub-Sector

The DGOSCD is responsible for licencing, regulating, and monitoring performance of training centres owned by the private sector in Oman. The private training organizations must adhere to standard requirements to receive a license. These organizations are then closely monitored to ensure the quality of the training. Furthermore, DGOSCF reviews the training curricula.

The private programs include three training areas:

1. Vocational or craft type programs such as (beauty, reception, catering, cookery, tailoring, and travel ticketing),
2. Technical/ industrial type programs such as mechanical, carpentry refrigeration and air conditioning, construction, and vehicles drivers,
3. Business type programs such as administration and finance, money exchange, AutoCAD, and IT.

The government, through the National Training Programs (NTP) support trainings by the private sector). These programs comprise three schemes:

1. Training for employment whereby trainees are selected by a private company according to their skill needs and trained by the private sector and successfully complete the training, which may ultimately lead to employment by the sponsor company. The trainee receive a government allowance of OR 150 per month for the duration of the program. This scheme benefits both parties because it encourages the private sector to employ locals in order to meet their Omanization targets and provides job seekers with an opportunity to train and receive an income simultaneously.
2. The on-the-job training scheme is similar in objectives to the aforementioned scheme but the trainee receives a governmental allowance of OR 150 per month in addition to larger allowance by the company. The training regime is similar to the well-known dual-training scheme. The third scheme is designed to train individuals abroad for skills that are required by the local employers but for which no training programs exist locally. The government provides a grant for students and the company monitors the progress of the trainee. Ultimately, the company will employ the successful trainees. Table (7) below summarizes the previously mentioned and shows the number of trainees through the (NTP) program 2010 to the present date.

Table 11. Summary of NLP Programs

The Ministry of Manpower introduced the NTP program in order to align the skills of employees to the skills required by employers in the private sector.

The number of trainees supported by the national training programs from 2010 to 2015 is 10,444 trainees.

Training for Employment	On the Job Training (OJT)	Training Abroad
Has been operating successfully for many years. Usually it takes place in private training institutes; the duration of training is 9 months. The total number of trainees in 2014 was more than 3000.	Provided by employers from the private sector. Duration of the OJT depends on the nature of the job and the trainees qualifications. The trainee receives a salary during the training.	A training scheme by which employers train job seekers abroad in cases where the training is not available locally.

Private training organizations consist of:

1. Private training offices (provide short training services and workshops that consist of a few hours or days);
2. Private training institutes (which offer training programs up to 9 months and may award certificates of vocational training for different skill levels);
3. private vocational centers which are owned and run by companies and focus primarily on training their own recruits;
4. Training units in private education institutions.

The current number of private training providers is about (200) offering programs in administration, technical, vocational and company specific programs. Table (9) below provides a summary of the current numbers and training programs currently afforded by licensed providers.

Table 12. Summary of the Number of Training Program Afforded by Licensed Providers

Classification of Training Institutes	Institutes' Classification by type of training			Center	Units	Offices Training services
	Administrative / Business	Technical/ Industrial	Craftsman			
Number of Institutes by type of training	134	36	26	17	9	200
	196					
Total number of providers	422					

The table below shows the number of trainees enrolled in 2016:

Table 13. Number of Trainees at Private Training Organizations by Nationality and Training Program Type.

Omanis	23,703
Expatriates	1,999
Number of trainees successfully completed their training by national program in 2014	2,293
Total number of trainees successfully completing their training in all training programs in 2014	25,702

The bylaws of this sub-sector in Chapter 5 article 49 E states the elements and period of each occupational program according to the nature of the program (semi-skilled, skilled or vocational). The bylaws also mention the occupational designation of the graduates of the program.

2.2.4 Provision of Work-Based Learning by Other Bodies in Coordination with the Ministry of Manpower

The Ministry of Manpower in the sultanate of Oman offers different training schemes; however, a specialized body that is government-owned or has government investments also provides professional trainings. For example, the Tourism College offers tour guide training programs and certifications for those who complete the program as a registered tour guide in the Ministry of Tourism (Oman Tourism College 2017). The national funding for training authority funds the training. Graduates are then encouraged to work in a tourism agency with a minim wage of 400 Omani Rials or to start their own business (see brochure in annex).

The Sultan Qaboos University has academic programs that offer other models of WBL. For example, the medical college and the nursing college have students train in the university that is located near the students' campus. Student trainings occur during the academic years of medical college and for four years during nursing college. International training standards and international exit levels maintain the quality of these programs.

Formal apprenticeship, internship, informal apprenticeship, and other types of WBL are a requirement for different programs of different skills level offered by different governmental bodies in which each body tries to develop sustainability in the sector it is bestowed the responsibilities and accountability to Omanize with highly reliable skills level.

Demographics of graduates are not be available for all sectors; however, triangulating some indicators helps us understand the characteristics of these programs such as: retention rates,, circulation from one employer to another, work progression, and others areas of further study.

Section Three

TVET Policies, Legislation, and Regulation

3.1 Royal Decrees for TVET

The leader of our blessed Renaissance, His Majesty Sultan Qaboos Ben Said vision for this mother earth giving country derives all acts, policies, legislations and regulations, Some of the main royal decrees that contribute directly or indirectly in forming strategies.

The Enabler (Royal Decree)	Brief description
The establishment of the Ministry of Communications and Social Affairs in December 1970	The first structure to regulate labor and TVET in Oman.
The establishment of the Ministry of Social Affairs and Labor on 20 th May 1972.	Carry's the role of the previous structure as well as focuses a on youth skills enhancements to be adequate for the booming labor market.
Royal Decree 22/75 regarding instituting the council for TVET and its role and structure.	Stakeholders contribute to TVET development including funding as per the labor act provision at the time.
Royal Decree 26/75 setting specific authorities and equal responsibilities to the Ministry of Social Affairs and Labor	<ul style="list-style-type: none">• Social legislations guaranteeing rights and protection for laborers with the ultimate goal to achieve overall common good.• Planning for the Omani human resources investment as well as receiving expatriates' employment applications and licensing them.
The establishment of the Ministry of Labor and Vocational Training by Royal Decree 5/90	The Ministry of Social Affairs has more authority and responsibility than the previous structure working on TVET. The Ministry of Labor and Vocational Training carries out the mission and development.
A number of Royal decrees enhancing the development of TVET were issued as per the Country Renaissance demands.	

Source: Manpower from 1970-2010 book

Based on the Royal Decree No. (101/2001), issuing the establishment of the Ministry of Manpower which will hold labor affairs, technological education, and vocational training and the Royal Decree No. (90/98), approving the organizational structure of the Ministry of Social Affairs, Labor and Vocational Training, and the Royal Decree No. (84/2001), issuing amendment of the directorate's name from technical education to technological education. The three TVET sub-sectors seek to regulate responsive programs catering for various demands from the labour market with considerations to the following work legislation developments:

- The Labor Law
- Regulatory bylaw for vocational safety and hygiene
- Social Insurance Act
- The National Power register

Currently, more legislation in Oman supports TVET. The most recent Royal Decrees and ministerial decisions regarding TVET are:

- In 2011, a Ministerial Decree No. (76/2011), establishes the Occupational Standards and Testing Center (OSTC) which are tasked with the development of occupational standards system that cater for all types of occupations at all different skill levels.
- Bylaws for technological education
- Bylaw for vocational education and training
- Bylaw amendments for occupational standards and curriculum development

As part of “Omanization,” a number of symposiums are planned for different sectors and employment services.

Committees from the joint sector for “Omanization” were given target percentages to Omanize their sectors as part of the country’s growth and “Omanization” plans.

Section Four

Employer and Employee Organisations

4.1 Trade Unions

Oman has constructed a strategy to build a mutual reliable link with the labour market, support WBL schemes in their developmental stages, actively involve stakeholders with “Omanaization” plans, and employ the local workforce. The strategy seeks to orient the labour market with an incubated local force trained to cater to their needs. The three stages have bodies of representatives, committees’ representatives, trade unions, labour syndicates, and a general syndicate for labourers in Oman in which each stage has its legal power. Each stage has contributed to the development of WBL development as part of the ultimate target, which is “Omanizing” the labour market.

The first stage was enforced by approving and announcing the labour act issued by the royal decree 34 in the year 1973. The first stage aims to establish effective relationships between employers and employees, where each employer with a minimum of fifty employees needs to submit suggestions to the Minister on the establishment of joint representative bodies.

The second stage was scaffold by the labour act issued as per the Royal decree 35 in the year 2003 refereeing to the representative committees provisions which endorsed for labourers at any institution to establish among themselves representative committees, later known as sector committees, to voice their affairs that needs to be addressed which are relative to the state affairs. This stage has worked as a qualitative feedback mainly to draw informative and strategic decisions regulating the sectors represented afterwards. From 2004 to 2006 the framework of various economic sectors (oil and gas, communications etc) was established in the first stage project in addition to a central representative committee for the country’s labourers.

The third stage contributes to the overall international situation. A constituent assembly of the General Syndicate for labourers of the Sultanate of Oman attended the convention held on 15th February 2010 along with other syndicates from Gulf countries and different international countries to share opinions and innovations on the megatrends affecting their labour markets.

The sector committees are responsible to embrace and contribute in the on-the-job training and employment of those trained as per their economic sector needs.

Section Five

Resources Supporting and Improving Work-Based Learning Programmes, including Apprenticeships

Different schemes seek to improve WBL in Oman. The direct support of resources includes: employing specialists, identifying resources, and training and designing programs and curricula accordingly. Training providers can directly purchase these resources if they are governmental agencies or a sponsor from an industry.

Some sectors provide some training equipment to the training provider for the programs it requests and provide their expertise in forming these programs.

Section Six

Funding Work-Based Learning Programmes, such as Apprenticeship Learning

The Sultanate of Oman has been paying extra attention to the development of training. A governmental authority allocates the budget for training. The majority of training funds are provided by the government. According to a recent bylaw, for on-the-job training funding, providers must include their financial plan within their framework.

Currently, a separate body provides the training budget for WBL. The body is part of the royal Decree 48/2016 to establish the National Training Monetary (illegal translation) for Omanis and to support Omanization plans. However, some labour market institutes contribute financially to the trainings through the authority or separately.

The Oman Authority for Partnership for Development is another authority example in Oman that also finances training under In-Country Value schemes (<https://oapfd.om/en/Pages/Home.aspx> , 2017).

The program of cooperation between the Ministry of Manpower and the Oman society for Petroleum services (OPAL) financially supports trainings through the purchase of equipment or the human capacity building requirements. In this program, funding is r given to all Petroleum sector stakeholders (labour market, Ministry of Oil and Gas, etc.) to cater for the skills needed in the sector. In this case, petroleum companies operating in Oman provide the equipment. However, there is no authority or department to synchronize or store this data for research. This could be a possible recommendation for future innovations.

Section Seven

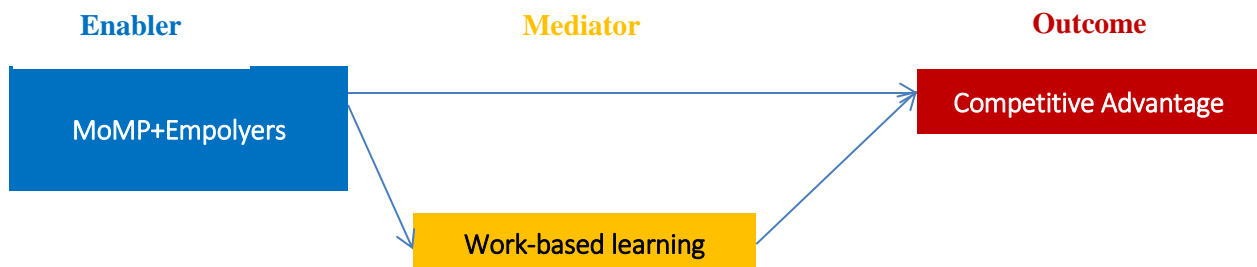
Evidence, Data and Research Supporting Insights and Conclusions

The report consists of primary and secondary data collected since the 2011 mandate of the Ministry of Manpower in Oman to govern TVET. Each sub-sector has adopted quality assurance strategies and practices to ensure enterprise-based learning is of high quality standards. This has involved different empirical studies, which involve both qualitative and quantitative approaches (mixed methods approach). The qualitative approach comprises a content analysis of the existing literature. A detailed study of the literature will screen the most relevant variables of the constructs and conduct the Analytical Hierarch Process to prioritise the variables of interest. The hypothetical research model will be developed in the next section will be further refined through meta-analysis by linking the dimensions of the report construct under investigation.

7.1 The Conceptual Model

The conceptual model bases itself on the available models in the three report constructs: section two of this report provides evidence to demonstrate that enterprise-based learning principles have been widely practiced in Oman drawing from success stories in Germany and the UK. The conceptual model links these three body constructs. Each linkage is studied through semi-structured interviews and questionnaire data analysis to identify gap-analysis and draw recommendations.

Figure 1. The Conceptual Model



Section Eight

Conclusions and Ways Forward

- Employers must submit retention reports based on requirements they have set with the training provider.
- The training provider has to gather feedback from the company they contracted with on trainers' skills level satisfaction after completing the programs
- Curricula review has periodically list updates requirements per sector skills requirement.
- Training has to start at an earlier stage not only after high school completion or after turning 16 years old.
- Period review of WBL policies.
- Research body for improving TVET and its schemes has to be more active and current.
- Globalization of work-based learning as a scheme though may need more research can provide trainees a wider effective platform for employment, improvements, innovations, funding, etc.

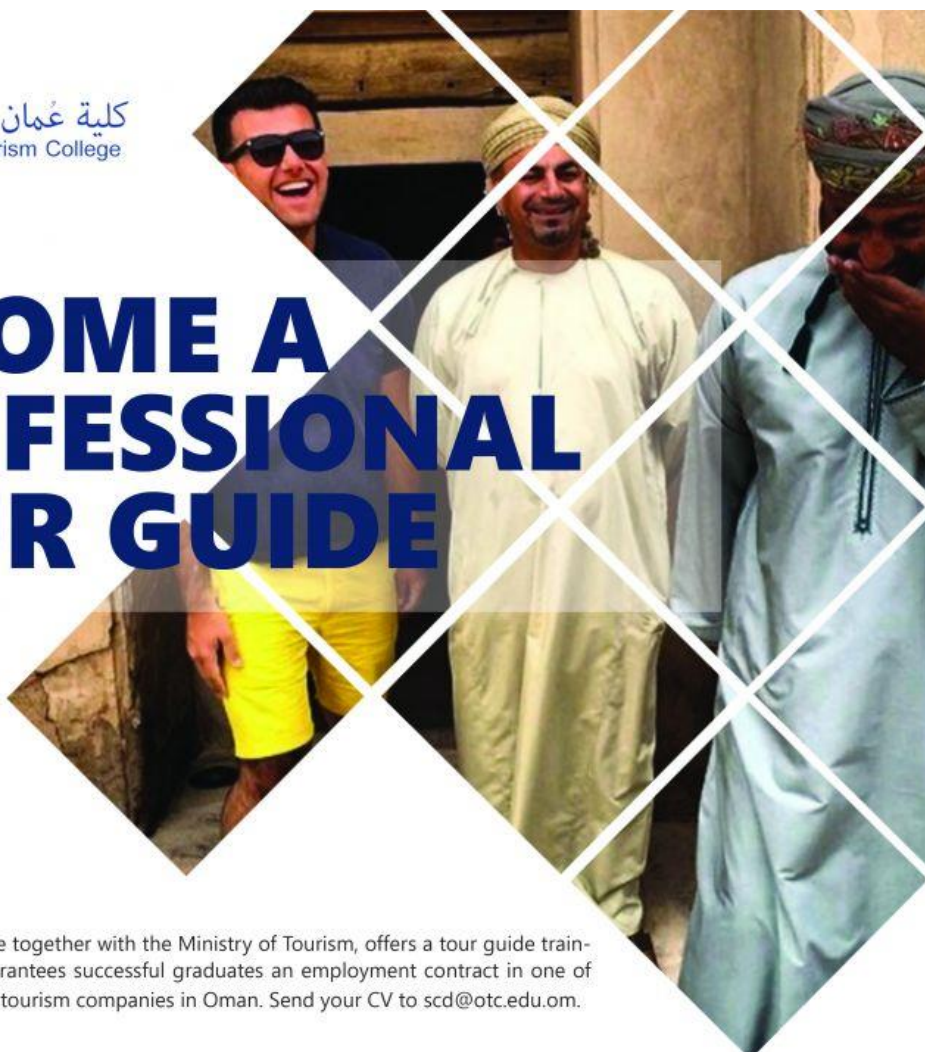
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Annex



BECOME A PROFESSIONAL TOUR GUIDE



Oman Tourism College together with the Ministry of Tourism, offers a tour guide training program that guarantees successful graduates an employment contract in one of the various travel and tourism companies in Oman. Send your CV to scd@otc.edu.om.

- Applicant must be registered as a job seeker with the manpower registry and has not been trained in any funded national program before.
- Applicant must hold diploma certificate.
- Applicant must be fluent English. A second language would be an advantage.
- Applicant must pass the placement test and interview.
- Applicant must be medically fit for job, copy of approved medical certificate must be attached to the CV
- Copy of ID card, labor card, last qualification certificate and good-conduct Certificate must be attached to the CV.
- Applicant must have a valid driving license
- Applicant must have excellent communication skills

The Course duration is 8-12 months. The Trainees will be entitled of 150/-OMR monthly during the training period. The starting pay will not be less than 400/-OMR. After training the trainee will receive an approved certificate by Oman Tourism College along with a Tour guide license from the Ministry of Tourism which allows successful graduates to work as a tour guide in Oman.

Application closes on November 14, 2017.

 **APPLY NOW**



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