



**Sultanate of Oman
Ministry of Manpower
Directorate General of Vocational Training**

Vocational Education and Training Pathways



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Vocational Education and Training

Introduction

Human resource development is one of the key strategies adopted to achieve the future vision of the Omani economy (Oman 2020), **which aims to bring about development in quantity and quality** in the areas of public education, **vocational education and training to ensure that the outputs are all consistent with the needs of the labor market of the workforce at skilled professional levels.**

In line with the aspirations of the future vision of achieving economic balance and continuous growth, identified the future vision of human resources: Configure sophisticated human resources capabilities and skills can keep up with technical and technological development.

The vocational education and training sector has witnessed a broad development including all aspects and core areas of the training process in support of the quality of training outputs to suit the needs of the labor market in terms of quality and quantity.



The Vision, Mission, and Objectives

Vision:

Aspire vocational training centers and fisheries training institute to be one of the main pillars that contribute to the **preparation of the national workforce** through **qualifying and training in various professional fields**.

Mission:

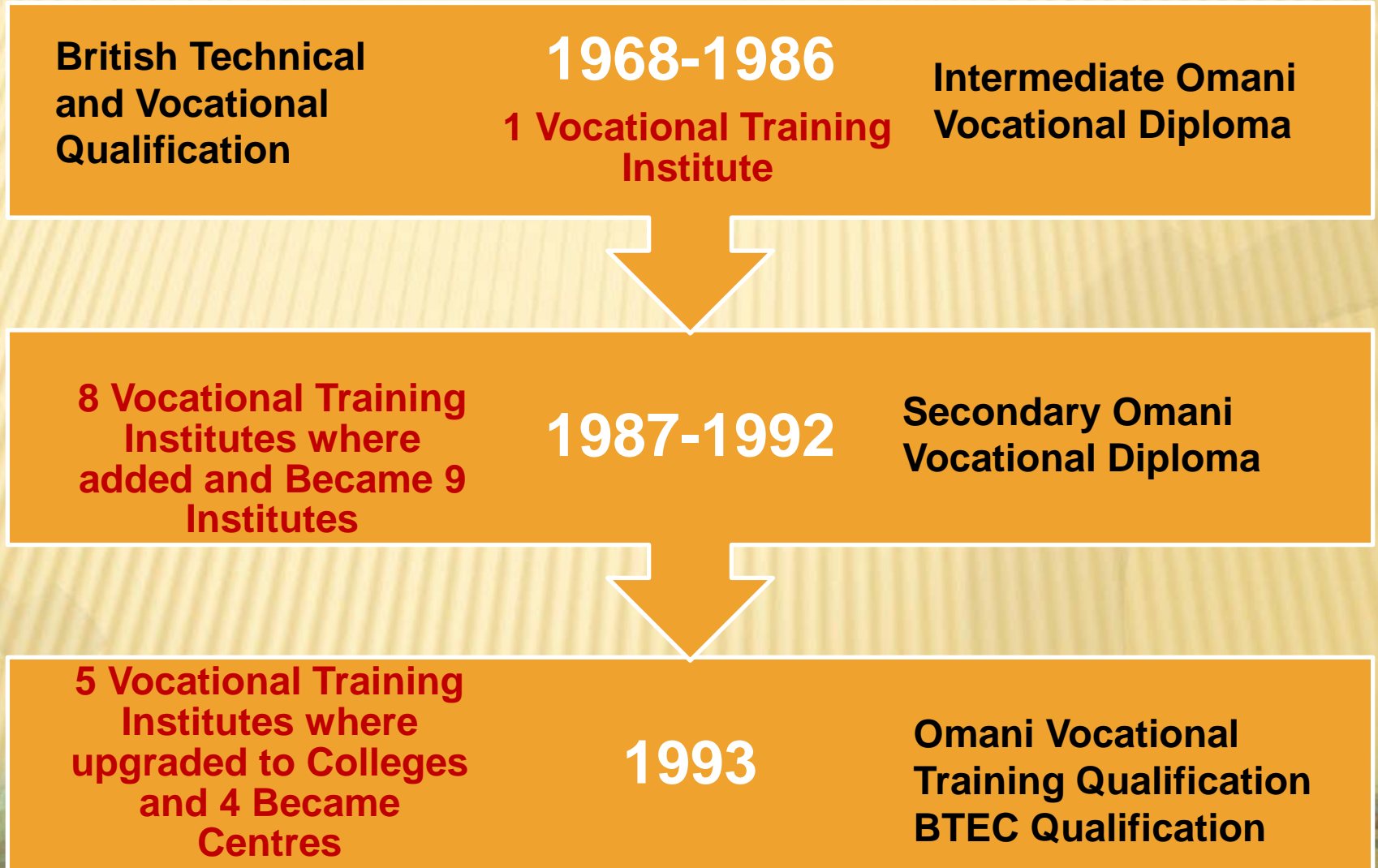
Is gaining a good reputation of excellence in the **preparation, qualification and training national manpower** through the provision of education and training programs of a **high standard and universal standards**, able to extend the labor market cadres distinct human professional skills and personal able to contribute to the economic development projects of national effectively.

Objectives:

- 1-Preparation of the national workforce** to meet the needs of comprehensive development in the Sultanate and raising competencies in the areas of work.
- 2-Providing education and training opportunities** to the citizens according to policies of education for all and **lifelong learning**.
- 3-Building a partnership relationship with the institutions of the public and private sector** for the success of the educational and training process, and meet the needs of the labour market.
- 4-Programs Update and training courses on a continuous basis to cope with the continuous development** according to the needs of the labour market.
- 5-Studies and action professional and applied research and service institutes** and the local community **Community awareness** about the importance of education and vocational training in their daily life.



The History of Vocational Education and Training in Oman



The History of Vocational Education and Training in Oman

2005-2010

- 1- The application of competence qualification and vocational diploma following two-track:
 - *Track One is three years training programme
 - *Track Two is two years programme
- 2- Establishment of a new vocational training center to become five centers and two institutes for the rehabilitation of fishermen.
- 3- Sultanate's accession to the GCC Skills Competition Authority and the World Skills.
- 4- Field has been opened for females enroll in vocational education and training programmes in some specialties.

The History of Vocational Education and Training in Oman

2011-2012

- 1- Adoption of the Council of Education (formerly the Council for Higher Education) pathways of technology education and vocational training.**
- 2- The introduction of the vocational training system to the higher education level.**
- 3- A new Center has been established for vocational training to become Six Centres + two institutes,.**
- 4- Increase the number of disciplines to 34 specialty.**
- 5- Approval of the Ministers Cabinet that the vocational diploma is equivalent to technology diploma in terms of employment.**

Global development and its relationship to Omani Vocational Education and Training

- In the past Forty years there has been a rapid development, contrary to what we've seen before.
- What it took several centuries happened in decades or even years.
- In the past, systems were brought from Western countries, particularly Britain, Germany, the Netherlands, France, Spain and Portugal to progress.

Currently there are broader experiences to take advantage of them at the level of the Asian countries that have achieved progress and success without relying on their natural resources through a combination of ideas and systems, and these countries are the following:

Singapore

South Korea

Japan

China

Taiwan

Malaysia

Brazil has done so as well, although it is the only country outside Asia.

GLOBAL DEVELOPMENT AND ITS RELATIONSHIP TO OMANI VOCATIONAL EDUCATION AND TRAINING

Stages of Development

Seventies

Eighties and Nineties

Twentieths

Oman

General Education
Vocational Training

Technical Education
Vocational Training

Technology
Education
Vocational Education

Singapore

General Education
Vocational Training

Technical Education
Vocational Training

Technology Education
Vocational Education

Vocational Education and Training Pathways

Diploma Programme

1- Vocational Education Diploma parallel to technology education diploma.

2- General Vocational Education Diploma parallel to the General Education Diploma.

Apprenticeship Programme

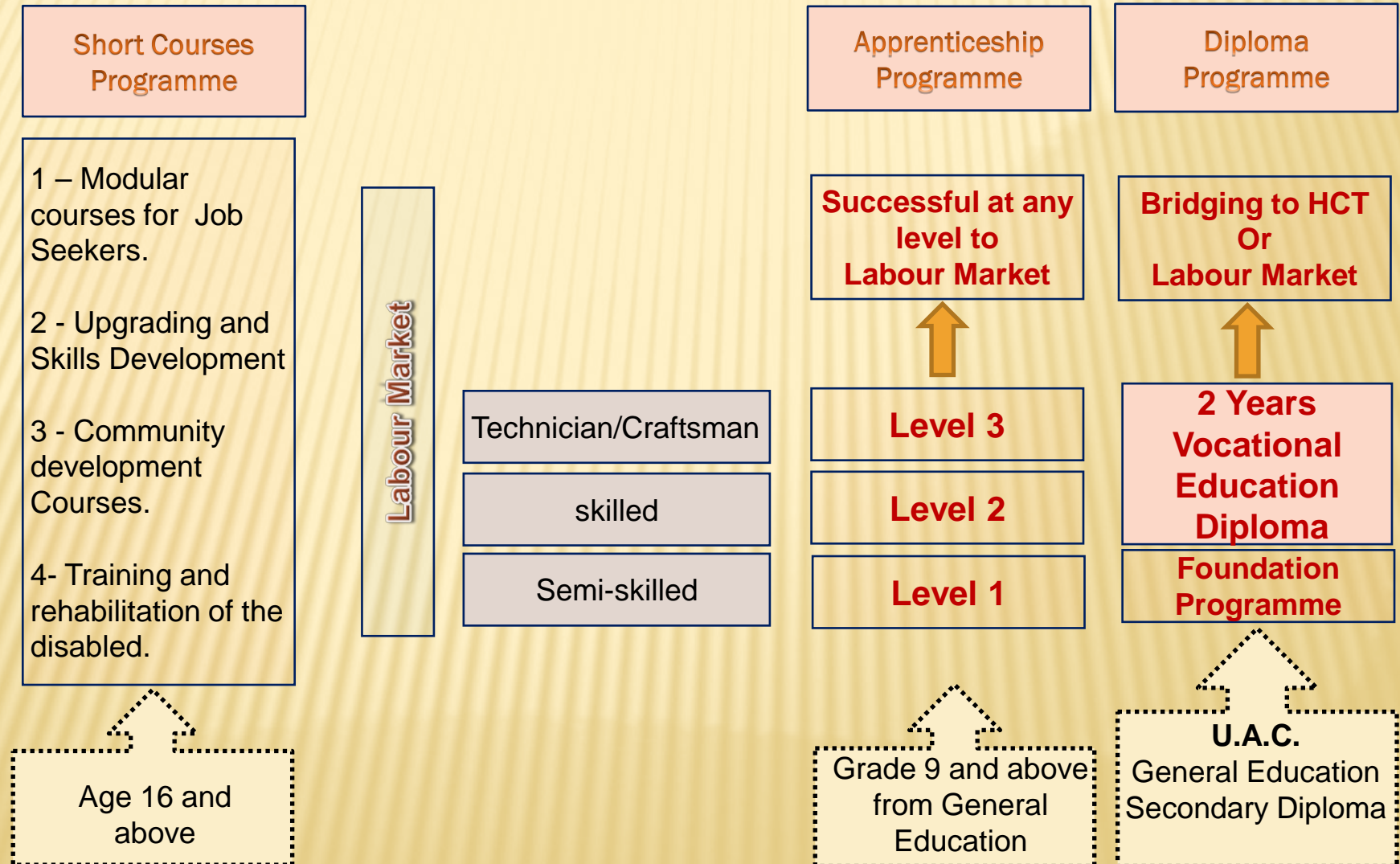
For job seekers delivered jointly with private sector enterprises and the training institution, the duration of the program from 9 -24 months.

Short Courses Programme

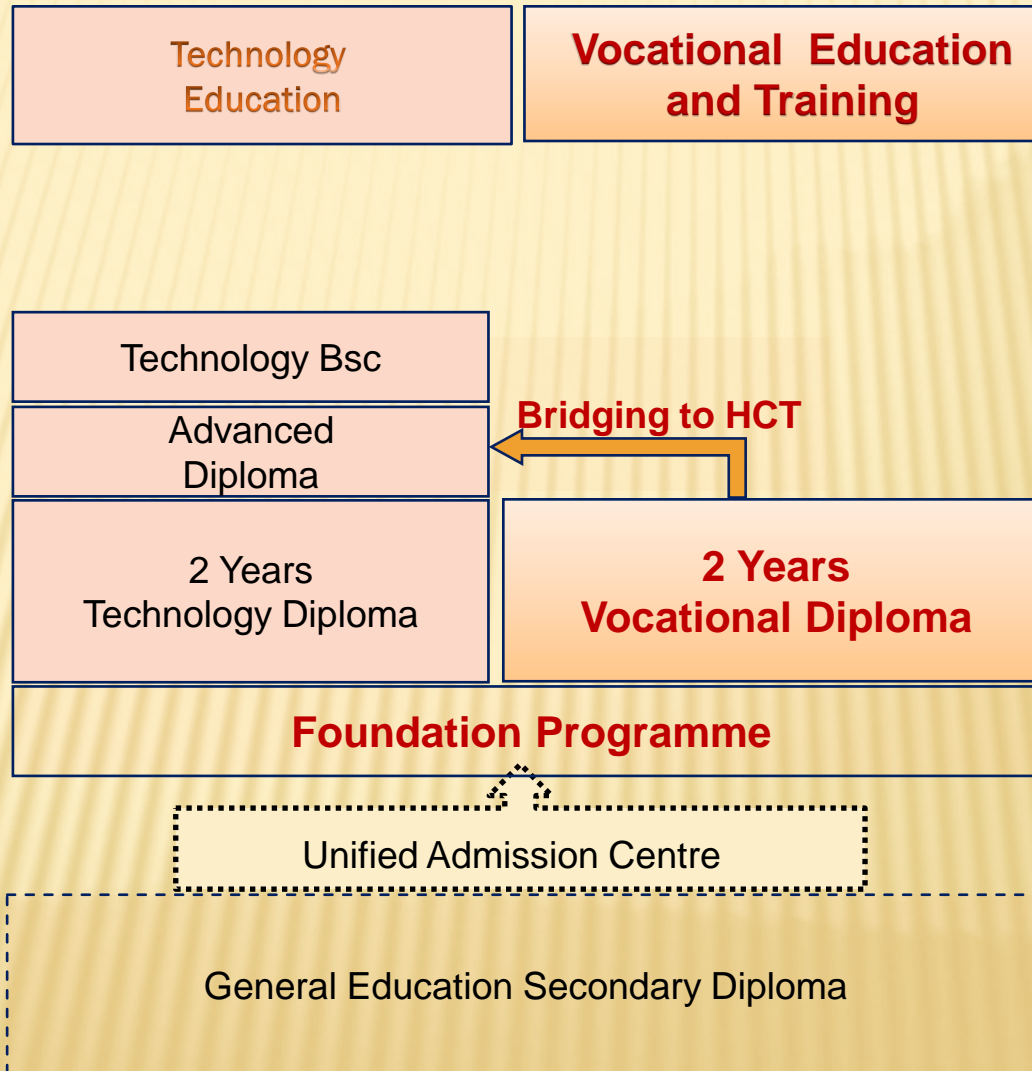
- 1 – Modular courses for Job Seekers.
- 2 - Upgrading and Skills Development
- 3 - Community development Courses.



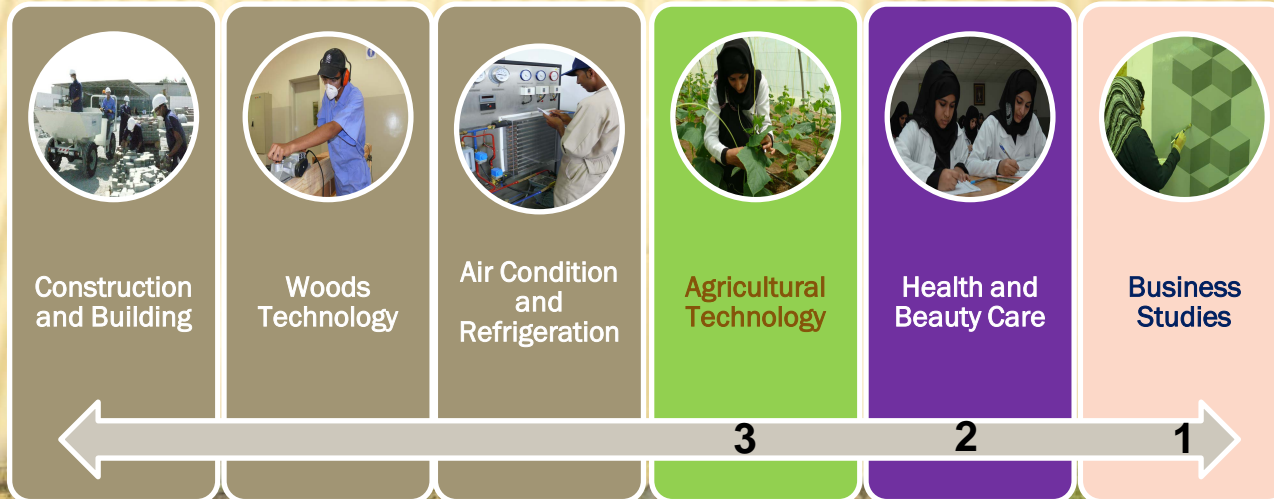
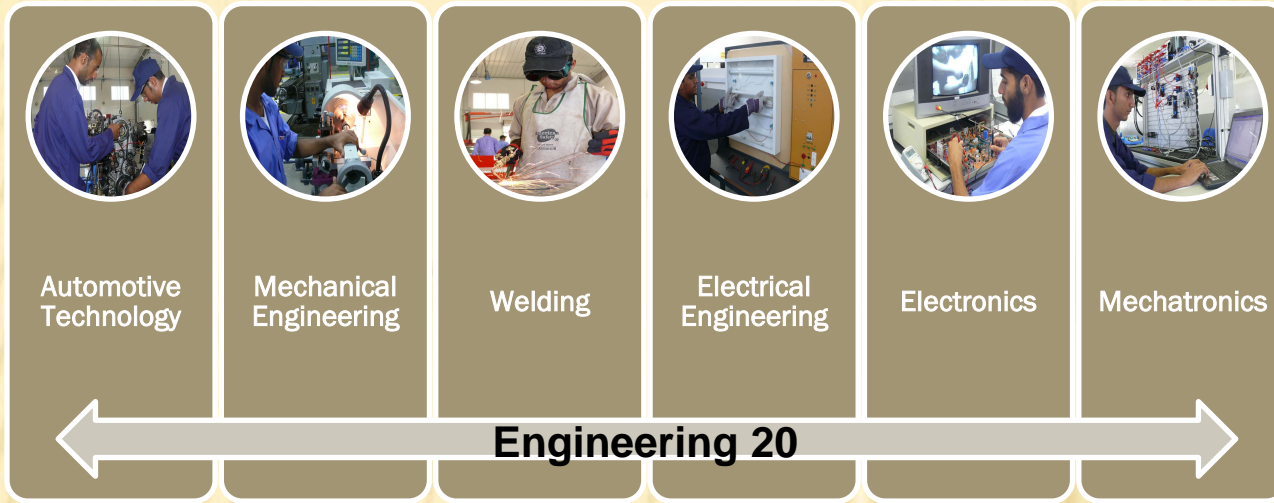
(Continued) Vocational Education and Training Pathways



(Continued) Vocational Education and Training Pathways



Major Specializations (34)



Continued: Major Specializations in Fisheries (8)



Aquaculture



Fishing guidance
and quality control



Ship building &
repair



Fishing Gears and
marine engines
maintenance



Skippers of the
fishing vessels
deep water
(unlimited)



Skippers of
coastal fishing
vessels (limited
water)



Mechanic
Engineers for
Deep water
Vessel



Mechanic
Engineers for
Coastal Vessel

Vocational Training Centers & Institute Location Map



VTC Al-Buraemi



VTC Ibri



VTC Shinas



VTC Saham



FTI Al-Khaboura



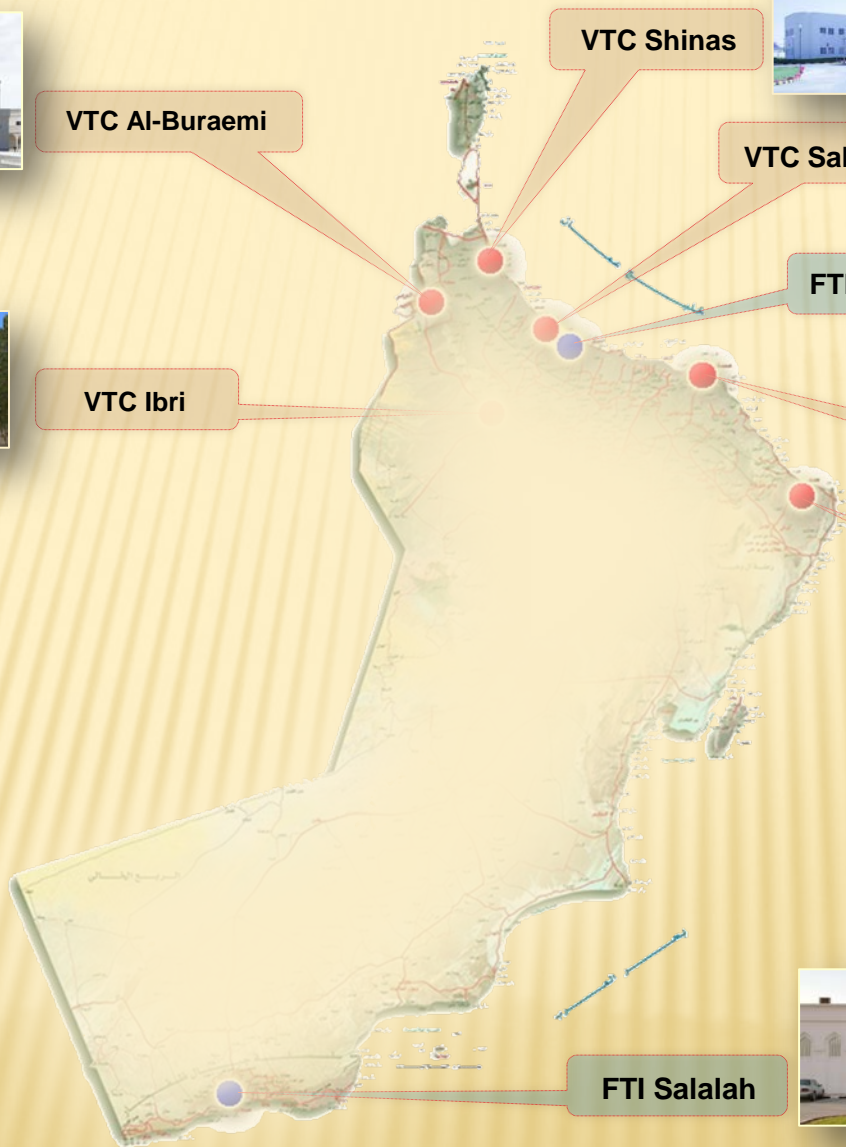
VTC A'Seeb



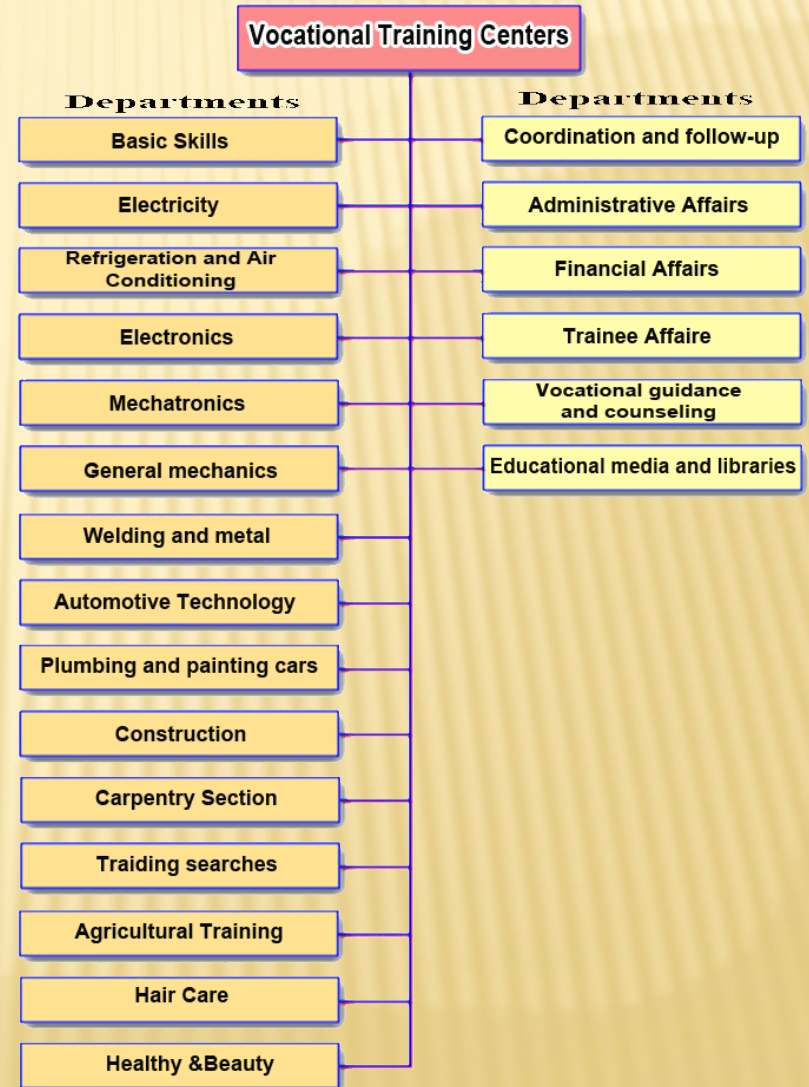
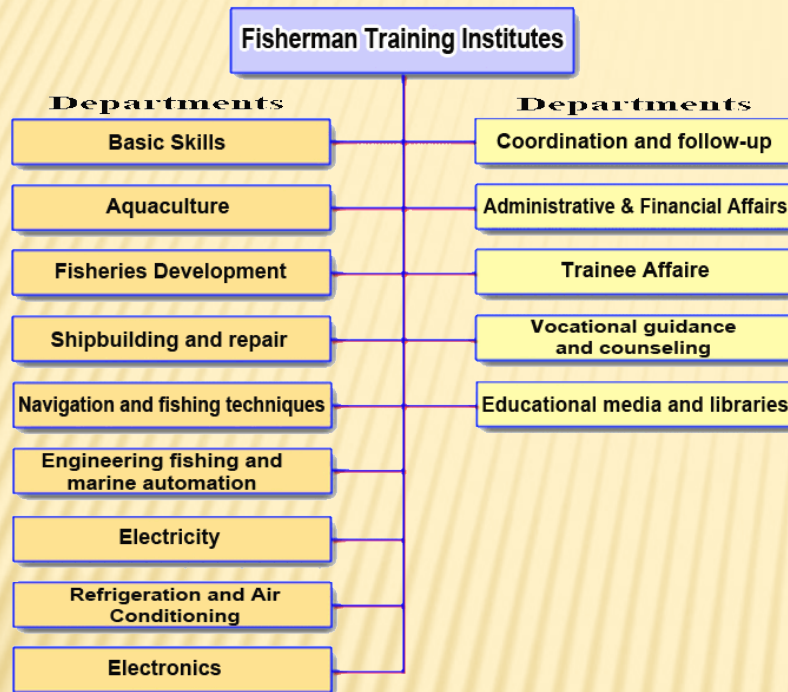
VTC Sur



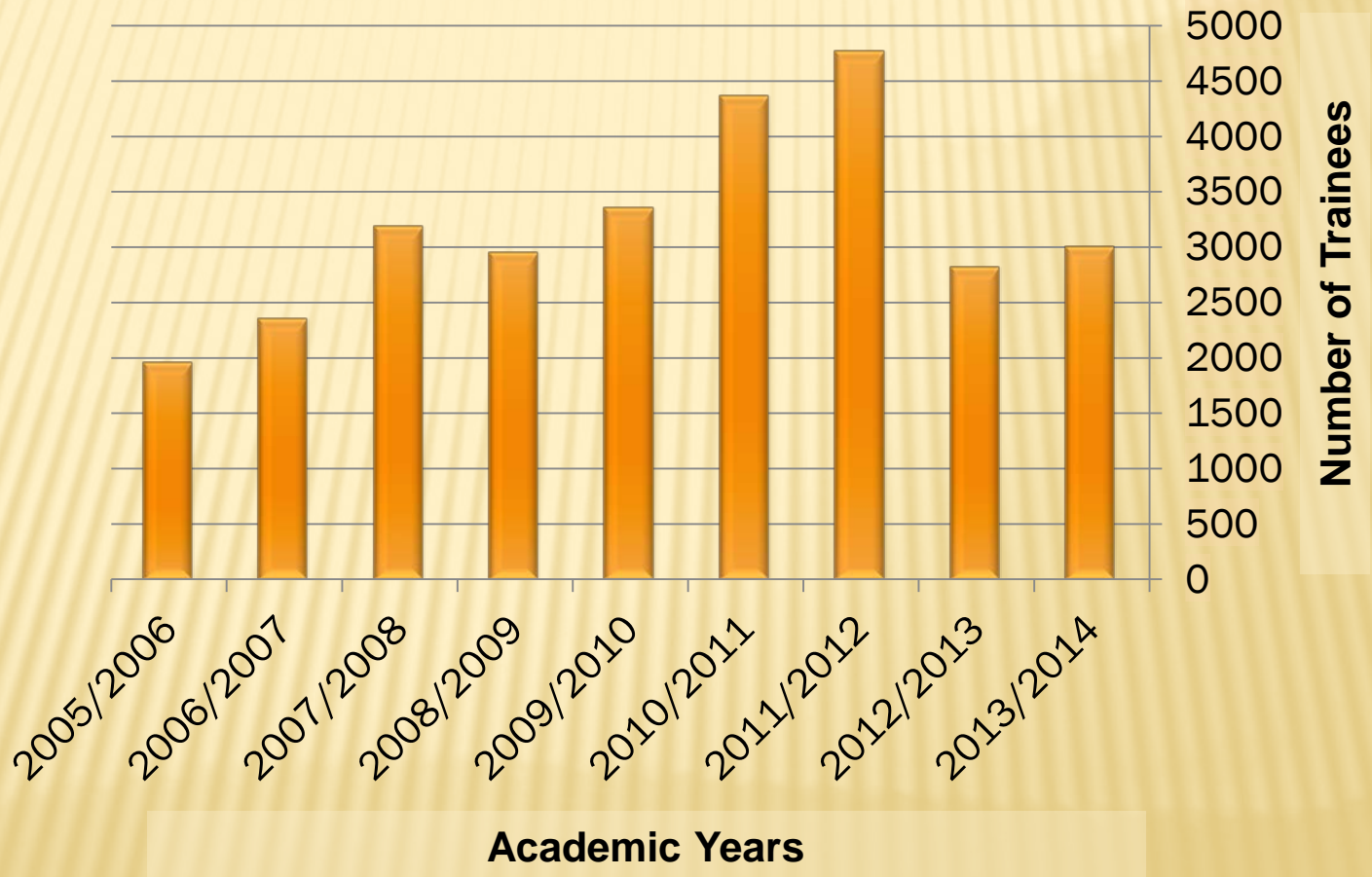
FTI Salalah



Organizational structure of the centers and institutes



The number of trainees in vocational education and training



Appendix (2):

Statistics showing the distribution of secondary education graduates in the Sultanate

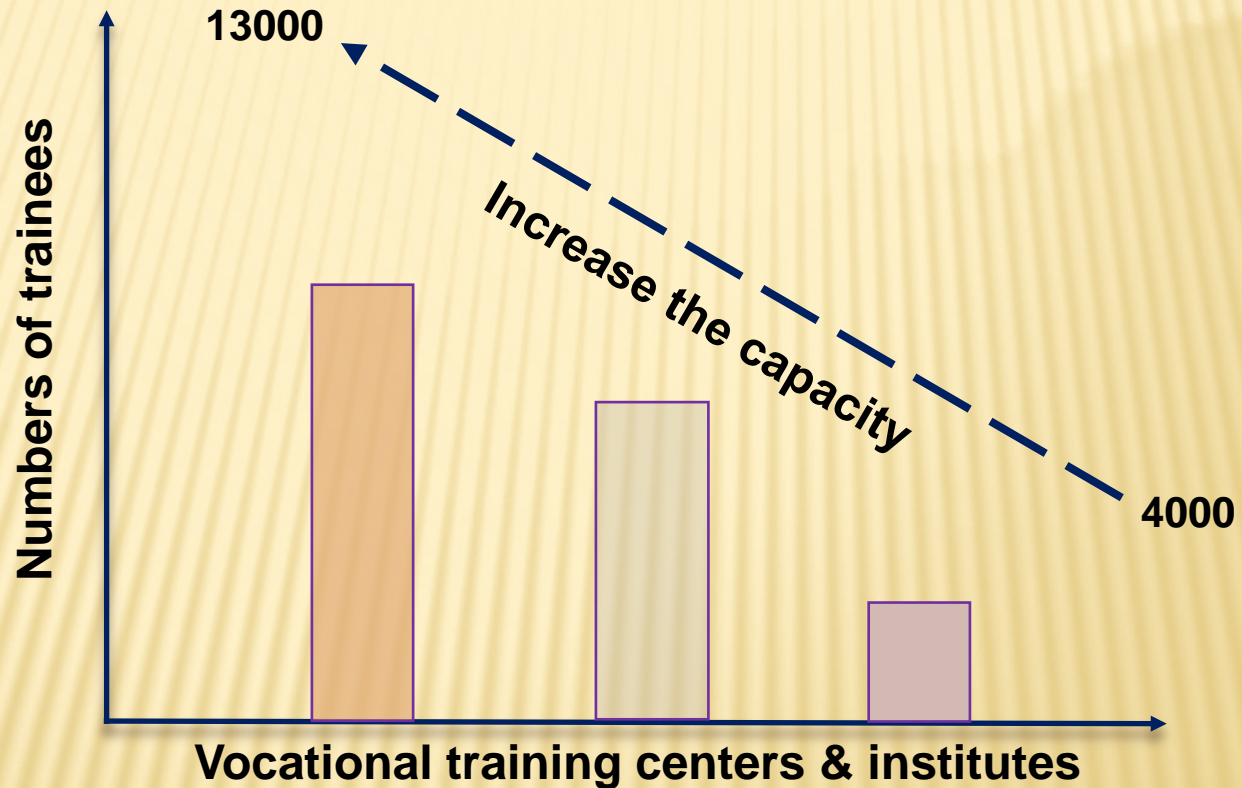
Graduates	2009/2010	2010/2011	2011/2012
General Secondary	46725	48515	42599

Distribution	2009/2010	2010/2011	2011/2012
Higher Ed.	14148 (30%)	16856 (35%)	28654 (67%)
Technology Ed.	6854 (14%)	8795 (18%)	11657 (27%)
Vocational Ed and Training	3330 (7%)	4343 (9%)	2864 (6%)

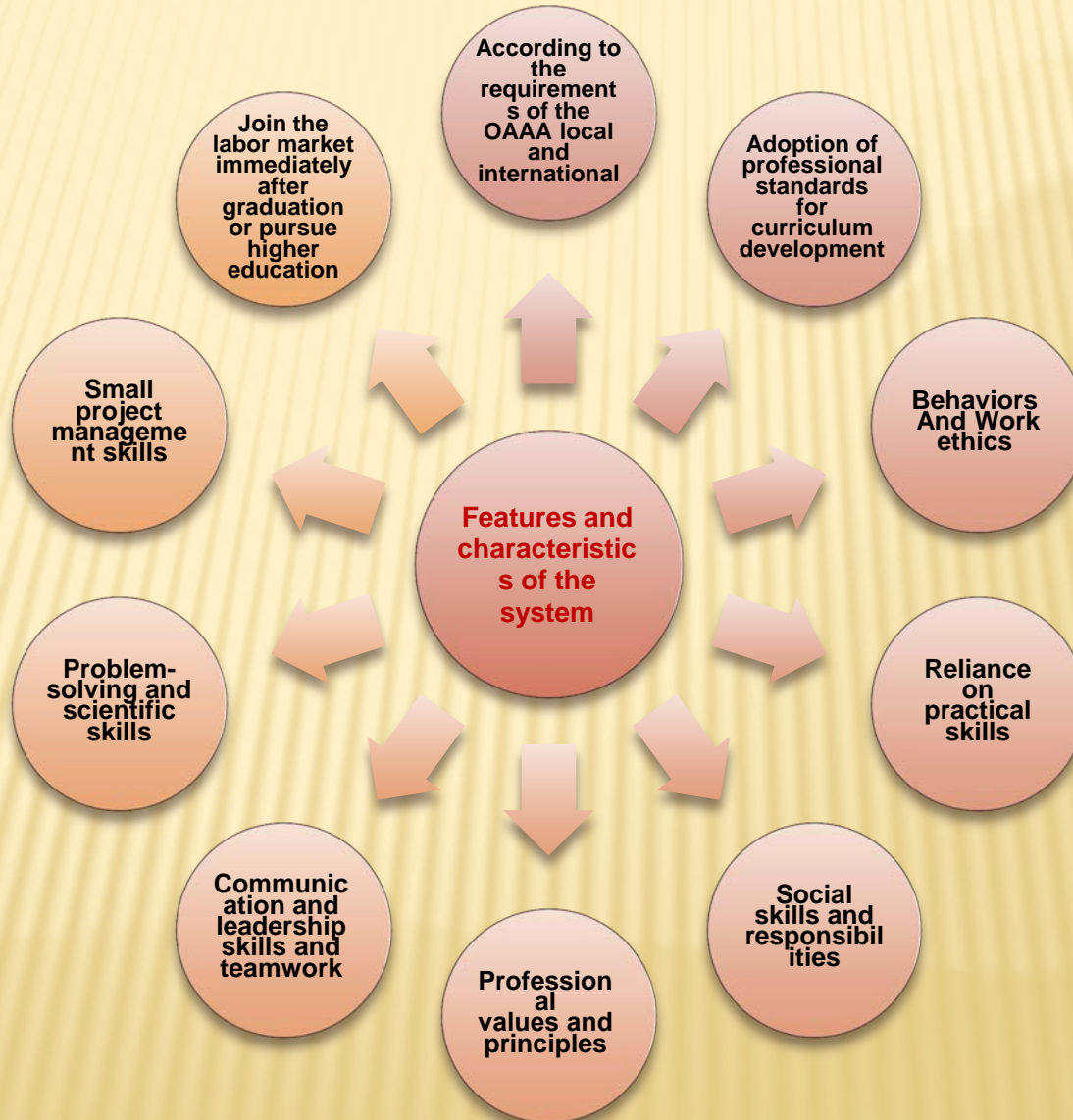
Percentages	2009/2010	2010/2011	2011/2012
TEVT	21%	27%	33%

× TVET**Austria 72%****Belgium 70%****Denmark 53%****Germany 62%****Norway 59%****Finland 59%****UK 69%****Australia 63%****Czech 79%****France 56%****Holland 69%****Poland 54%****Switzerland 65%****USA 47%****× TVET****Philippines 7%****Indonesia 10%****Malaysia 36%****China 57%****Singapore 65%**

Strategic Plan
To increase the capacity of vocational training centers (2011 - 2015).



The Four Pathways of the Vocational Education and Training is Associated with the development of the system



Challenges

- There is increase in the number of graduates from the public education system. So this leads to increasing numbers of job seekers.



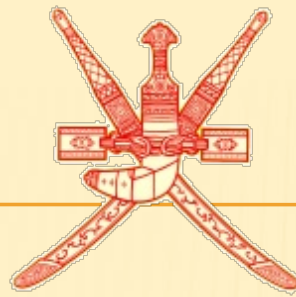
WHAT WE CAN DO TOGETHER.....

- We can review current practices together and see how they can be improved.
- We can look at successful programs within our institutions and yours and see how they can be further developed and applied to ensure that it matches with the needs of labor market in Oman.
- We ask for your input and ideas as the vocational training progresses.
- Together we can make a better TVET system that will provide better opportunities for all.
- Together we can solve the problem and show that TVET can be relevant for today's (Environmental changes, Technology development, Macro-Economic changes; and Sociological and Cultural changes).



ACHIEVEMENTS.....





**Sultanate of Oman
Ministry of Manpower
Directorate General of Vocational Training**

**THANK YOU
FOR YOUR INTEREST**

