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for Technical and Vocational
Education and Training



TVET Country Profile

Qatar



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Compiled in collaboration with the College of the North Atlantic Qatar.

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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 in collaboration with the College of the North Atlantic-Qatar (CNAQ), a UNEVOC centre. Further details of CNA-Q’s engagements as a UNEVOC Centre can be viewed at <https://www.cna-qatar.com/research/UNESCO-UNEVOC>.

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.

NOTE

The content contained in this report may be revised further, following the review of the relevant national authorities.

Statistics¹

General information (2020 unless otherwise stated)

Category	Indicator	Statistics
Demographic	Total population	2,782,000 (2018)
	Population growth (annual %)	2.1%
	Median age of population ²	34.3
	Population aged 15-24 years	384,000
Socio-economic	GDP growth (annual %) ⁵	-4.3%
	GDP per capita (current US\$) ²	68,793 (2018)
	Unemployment rate (%) ³	0.1% (2019)
	Youth literacy rate, population 15-24 years, both sexes (%)	95% (2018)
	Share of Youth Not in Education, Employment and Training (NEET)	10.1 % (2019)

Participation in education by level and by programme orientation (2018)

Category		Gross enrolment ratio (%)		Percentage of students who are female (%)	
Primary education (ISCED 1)		103.8		104.4	
Secondary education, all programmes	Lower secondary (ISCED 2)	97.7	97.7	96.3	95.6
	Upper secondary (ISCED 3)		77.1		96.2
Post-secondary non-tertiary, all programmes		1		1.8	
Tertiary education, all programmes (ISCED 5-8)		17.9		54.9	
Category		Percentage of students enrolled in vocational programmes (%)		Percentage of students in vocational programmes who are female (%)	
Enrolment in Upper Secondary Vocational Education		1.5		12.5	
		Total		Of which female:	
Youth literacy rate (15-24)		95% (2017)		96.1 % (2017)	
Number of teachers in Secondary Vocational Education		137		23	

Education finance

Category	Indicator	Statistics
Expenditure	Government expenditure on education as % of total government expenditure (%)	8.6% (2018)
	Expenditure on secondary and post-secondary non-tertiary vocational education as % of total government expenditure (%)	-

Type of institutions ⁴

Type of institution	Education level	Organization responsible	Number of institutions
Debakey High School for Health Professions	Upper secondary	Ministry of Education and Higher Education	1
Qatar Independent Banking Studies and Business Administration School – Campus for Males	Upper secondary	Ministry of Education and Higher Education	1
Qatar Independent Banking Studies and Business Administration School – Campus for Females	Upper secondary	Ministry of Education and Higher Education	1
Qatar Independent Technical Secondary School for Boys	Upper secondary	Ministry of Education and Higher Education	1
Qatar School of Science and Technology for Boys	Upper secondary	Ministry of Education and Higher Education	1
The Military School for Boys	Upper secondary	Ministry of Defence	1
College of North Atlantic – Qatar (CNA-Q)	Post-secondary	Ministry of Education and Higher Education	1
Community College of Qatar	Post-secondary	Ministry of Education and Higher Education	1
Qatar Aeronautical College	Post-secondary	Civil Aviation Authority	1
Government Training Institutes	Post-secondary	Various, including: Civil Aviation Authority (Qatar Aeronautical College); Ministry of the Interior (Police College); Ministry of Defence (Military Training Centres); Ministry of Administrative Development, Labour and Social Affairs, Ministry of Education and Higher Education (Training and Educational Development Centre TEDC)	9+
Private and Company Training Centres	Post-secondary	Licensed by the Ministry of Education and Higher Education	15+ (mainly Information Technology Training Centres)

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

² World Bank. World Development Indicators. <https://data.worldbank.org/>

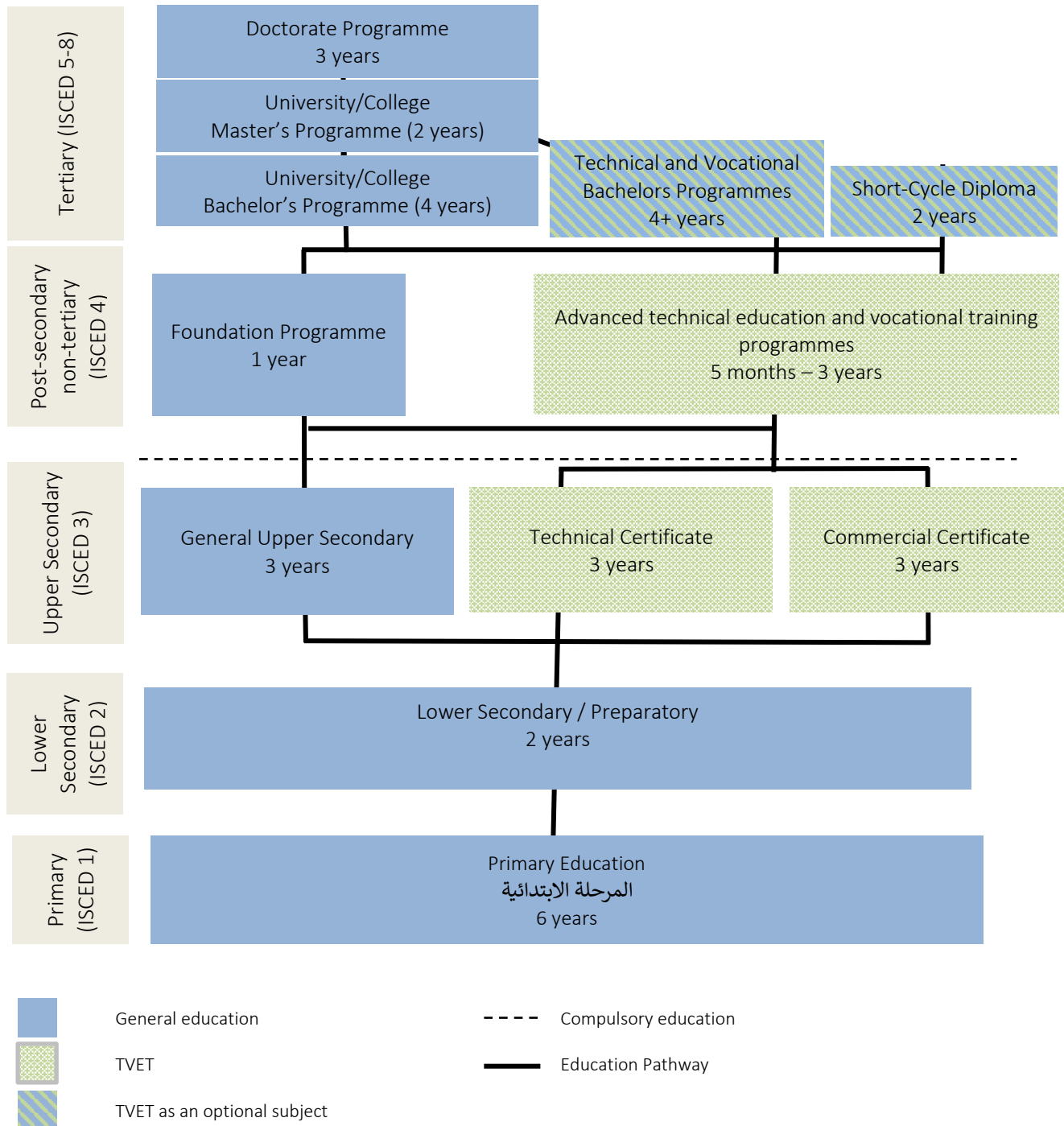
³ International Labour Organization. ILOSTAT - ILO database of labour statistics. www.ilo.org/ilostat

⁴ Data provided by CNA-Q.

⁵ IMF World Economic Outlook April 2020 <https://www.imf.org/external/datamapper/profile/QAT/WEO>

1. TVET system

TVET in the Qatari education system⁵



⁵ Compiled by UNESCO-UNEVOC International Centre. Please note that the Qatari education system is undergoing some major changes and is restructuring its TVET access as well. Updated information on this process can be found here http://www.edu.gov.qa/En/Pages/Home_en.aspx.

Formal TVET system

The formal TVET system in Qatar is structured as follows:

TVET programmes are offered at the upper secondary education level (ISCED 3).	
Duration:	3 year
Admission requirements:	Completion of Grade 8 Science, English and Maths
Taught in:	Debakey High School for Health Professions, Qatar School of Science and Technology for Boys
After successfully completing 9 th grade, students can receive a variety of vocational certificates depending on area of specialization – technical certificates and commercial certificates. After successfully graduating from senior high school, students receive certificates of graduation or high school diploma and can proceed to technical/vocational schools/institutes, community colleges, or CNAQ. Students can also prepare to attend University by completing the foundational year after high school graduation.	
TVET programmes are offered at the post-secondary non-tertiary level (ISCED 4)	
Duration:	1-3 years
Admission requirements:	Certificate of successful completion of secondary level, specific achievements in related coursework
Taught in:	Technical and vocational schools/institutes
Programmes vary from 5 months up to 3 years. Students can receive a certificate or diploma upon successful completion of chosen programme.	
TVET programmes are offered at the tertiary level (ISCED 5-8).	
Duration:	4+ years
Admission requirements:	Varies by program
Taught in:	Qatar Community College, Qatar Aeronautical College, Stenden University, College of North Atlantic – Qatar (CNAQ)
Students with certificates or diplomas from vocational training institutions can transfer their credits to university to obtain formal tertiary education. Graduates of Bachelor’s programs can proceed to pursue the Master’s and Doctorate programmes.	

Non-formal TVET systems

There is currently an emphasis on formalising the qualifications system and the recognition of training, while developing further programmes and facilities which meet the needs of the labour market through consultation and co-operation, including joint ventures with the employers.

Some examples include:

Information Security Awareness Workshop	
Ministry/Organization Responsible:	Information Technology Systems Management (Operations Department) Ministry of Education and Higher Education
Target Audience:	TEDC Specialists
Qualifications received:	Certificate of Participation
Entry requirements: Employed as a Training and Educational Development Centre (TEDC) Specialist with the Ministry of Education and Higher Education.	

Training on Fires Systems	
Ministry/Organization Responsible:	Ministry of Education and Higher Education contract a private organization
Target Audience:	TEDC Specialists
Qualifications received:	Certificate of Participation
Entry requirements: Employed as a Training and Educational Development Centre (TEDC) Specialist with the Ministry of Education and Higher Education.	

Training on the usage of internal and external (cameras) in TEDC premises	
Ministry/Organization Responsible:	Technical Support Department – Ministry of Education and Higher Education
Target Audience:	Secretaries of Heads of Departments
Qualifications received:	Certificate of Participation
Entry requirements: Employed as a secretary of a Head of Department within the Ministry of Education and Higher Education	

There are also various training programmes provided to employees by private companies aimed at skills-bridging and upskilling, as part of their respective organizational development and human resource needs.

2. TVET strategy and key policy documents

TVET in Qatar aims to provide education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. In Qatar, TVET can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development, which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to Qatar’s national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET.

The main aims of TVET in Qatar are to:

- Support educational opportunities for providing technical and professional training according to the Qatari job market requirements and needs;
- Develop and provide vocational and technical programs and projects for all age groups starting from the basic education stages;
- Cooperate with national institutions and establishments in both the governmental and private sectors which are concerned with providing vocational and technical development and training programmes for investing in youth capacities.

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

Name of document	Second Qatar National Development Strategy 2018-2022
Date entered into force	13 March 2018
Website link	https://t1p.de/zmr5
<p>Key points and objectives: All Education and Training Strategy development programmes and projects will contribute to one main outcome:</p> <p>"A world-class education system that offers equitable access to high-quality education and training, equips all learners with the necessary skills and competencies to realize their potential in line with their ambitions and abilities to contribute to society, strengthens Qatar's values and heritage, and calls for tolerance and respect to other cultures." (MPDS 2018, p.180)</p> <p>Achieving this outcome is based on 15 intermediate outcomes, of which the following five are most relevant to TVET/post-secondary:</p> <ul style="list-style-type: none"> • <u>Intermediate outcome 10:</u> Provide all learners with equitable access to high-quality post-secondary education and training programmes regardless of sex, age and abilities. • <u>Intermediate outcome 11:</u> Improve student outcomes and graduation rates in tertiary and post-graduate programmes as well as in post-secondary TVET programmes. • <u>Intermediate outcome 12:</u> Increase all post-secondary learners' awareness and pride of Qatar's values and heritage, while promoting tolerance, understanding and respect for other cultures and people. • <u>Intermediate outcome 13:</u> Improve the quality and performance of post-secondary education and training staff. • <u>Intermediate outcome 14:</u> Improve governance, planning, policy development, decision-making and accountability procedures in the Education and Training Sector (ETS). 	

Name of policy document:	Strategy for Ministry of Education and Higher Education 2017-2022
Date entered into force:	March 2017
Website link	https://t1p.de/up3n
Key points and objectives:	

Creating a global education system that offers equitable opportunities for access to quality education and training.

Providing the necessary competencies to contribute to development and promoting the values of Qatari society with the call for tolerance and respect for other cultures.

Providing diverse learning opportunities that enable learners to improve their potential, to effectively contribute the development of an effective and highly qualified workforce for the education sector.

Establishing a comprehensive quality management system for teachers and leaders of public and private schools.

Improving the institutional performance of the Ministry of Education and Higher Education and raising the quality of services provided to stakeholders.

To ensure the provision of the appropriate educational infrastructure to meet the needs of all learners according to current and future requirements.

To enhance the process of continuous institutional development and quality assurance in educational institutions.

Excellence in delivering effective and efficient services to partners and stakeholders.

Ensuring the preservation of Qatari values and traditions while promoting understanding and respect for other cultures.

NOTE: A TVET Strategy document and a Qatar National Qualifications Framework have been developed. These documents are awaiting finalization and approval by the Ministerial Council and will be updated as and when made available.

3. Governance and financing

Governance

In Qatar, the following ministries are responsible for the development of TVET policies in various capacities:

- i. The Ministry of Education and Higher Education,
- ii. The Civil Aviation Authority,
- iii. Ministry of Defense,
- iv. The Ministry of the Interior,
- v. The Ministry of Administrative Development, Labour and Social Affairs.

The TVET system is governed largely by the Ministry of Education and Higher Education (HEHE) as this ministry is responsible for directing the nation's education policy and plays an integral role in the development and implementation of the education reform effort. The education oversight responsibilities of the Ministry are discharged through four main education directorates, each under an Assistant Undersecretary responsible respectively for: government schools, private schools, higher/tertiary education (TVET) institutions, objective/independent student and school evaluations.

Additionally, in 2018, a TVET Committee was formed within the Ministry of Education and Higher Education (HEHE) with the aim of developing and implementing a formal Vocational and Technical Education (TVET) policy. In January 2019, the TVET Committee officially became the Office of TVET within the Ministry of Education and Higher Education. Policies and a Qatar National Qualifications Framework are subject to finalization and approval by the Ministerial Council. Further details on this can be accessed at the Ministry of Education and Higher Education [website](#).

To establish a TVET governance function within the Ministry of Education and Higher Education, the Ministry does the following:

- Define key functions, such as planning, quality assurance, oversight of a QNQF and occupational standards, benchmark against similar functions performed in comparable international institutions and determine a model appropriate for Qatar;
- Assess institutional capacity to support identified key functions; and
- Review laws and policies that establish supervisory authority that extends government licensing of private sector TVET.

Financing

The public vocational secondary schools are funded by the Ministry of Education and Higher Education. TVET institutions at the post-secondary education level, including the Community College of Qatar (CCQ) and the College of the North Atlantic – Qatar (CNA-Q) are also government funded. Having said this, students at the post-secondary education level are also often sponsored by employers. TVET programmes under other ministries and entities such as the Civil Aviation Authority (Qatar Aeronautical College) the Ministry of the Interior (Police Institute Police College), The Ministry of Defence and the Ministry of Administrative Development, Labour and Social Affairs are financed by the respective ministries entities.

Students attending private TVET institutions are often sponsored by employers. Private TVET institutions are licensed by the Ministry of Education and Higher Education.

4. TVET teachers and trainers

Qatar positions teachers at the core of its education reform, enabling the new schools to hire freely staff who possess a deep understanding of subject matter and to employ proven techniques in contemporary teaching. The National Professional Standards for Teachers and School Leaders (NPSTL) are designed to describe the abilities and knowledge necessary for teachers and leaders, application and understanding of that knowledge as well as the quality teaching and leadership practice in the independent schools. Teachers and leaders are expected to work towards achieving these to obtain a Vocational License. The whole process is monitored, supervised, evaluated and accredited by the Vocational License Office in the Assessment Department in the Ministry of Education.

Teachers and trainers teaching TVET at the **primary education level** need to meet the requirements set by the National Professional Standards for Teachers and School Leaders (NPSTL). Teachers and trainers teaching TVET at the **lower secondary level** (Grade 9) need to meet the requirements of the Ministry of Education and Higher Education as set out by the

NPSTL, as well as qualifications determined by individual secondary schools in Qatar. There is also a requirement to ensure the school follows the requirements of the organization responsible for quality assurance of TVET curriculum. In general, teachers/trainers at this level require a bachelor's degree in the subject area being taught, and three years practical experience in industry or in the field in which they are teaching.

The qualification of the teachers and trainers of TVET at the **upper secondary level** (Grades 10-12) is determined by individual secondary schools in Qatar and depends on the requirements the Ministry of Education and Higher Education (NPSTL), and of the organization responsible for quality assurance of the TVET curriculum. For example, Qatar Technical School for Boys requires teachers to hold a Bachelor of Engineering or equivalent, with a minimum of two years industrial experience and three years vocational/ technical/industrial. In addition, those secondary schools that are accredited by the Australian training system require additional qualifications, for example, the Enterprise Trainer and Assessor Skill Sets and Certificate IV in Training and Assessment.

The qualification of the teachers and trainers of TVET at the **post-secondary non-tertiary level and tertiary education level** is determined by individual post-secondary institutions in Qatar and depends on the requirements of the organization/country responsible for quality assurance of the TVET curriculum. For example, to teach at the Associate Degree level Qatar Community College requires a Masters qualification in the discipline area, while to teach at the bachelors level teachers require a PhD in the subject area or a related field. CNA-Q requires instructors to have:

- A Bachelors, Masters or Professional Certification
- At least 5 years of recent and relevant professional work experience
- A commitment to applied and experiential learning
- A commitment to teaching; digital literacy; ability to design and deliver authentic learning and assessment
- An ability to deliver active and technology enriched learning environments
- Commitment to continued professional development
- Effective communication and collaboration skills and English proficiency of IELTS 7.0

At Stendon University of Applied Science Qatar, which teaches advanced hospitality courses, a Master's degree is required for those teaching a bachelors programme and a PhD is required for the Masters programmes.

Pre-Service TVET teacher and TVET trainer training

Qatar University College of Education plays a central role in preparing the educational workforce in Qatar. The College of North Atlantic – Qatar, offers a Train the Trainer course as part of its Corporate Services area.

In-Service TVET teacher and trainer training

The Training and Education Development Centre (TEDC) within the Ministry of Education and Higher Education provides training that address: teaching strategies, curriculum standards, National Professional Standards, assessment, individual needs and personal growth.

Other tertiary institutions also offer in-service training for their TVET staff, for example, The College of North Atlantic – Qatar, offers in-service TVET teacher and trainer training. The College provides ongoing teacher support through the Centre for Teaching Excellence. This includes Instructional Skills Workshops, Enhanced Technology Instructional Skills Workshops and Facilitation Development Workshops.

5. Qualification system and quality assurance

National Qualifications Framework (NQF)

The Qatar National Qualifications Framework (QNQF) has been developed and is awaiting finalization and approval by the Ministerial Council. Once it is finalized it will be monitored and evaluated by the National Commission for Qualifications and Academic Accreditation within the Ministry of Education and Higher Education.

In 2018, a TVET Committee was formed within the Ministry of Education and Higher Education to develop and implement a TVET Policy in Qatar. In January 2019 this formally became the Office of TVET within the Ministry of Education and Higher Education. In October 2018, the Cabinet approved a draft resolution to establish the National Commission for Qualifications and Academic Accreditation. A key aim of the Commission is to manage the National Qualifications Framework. The Commission will be located within the Ministry of Education and Higher Education.

In summary, the government is implementing a Qatar National Qualifications Framework (QNQF) through the following steps:

- Appointment of an Office of TVET (2019) to develop and implement TVET policy.
- Approval of the appointment of an oversight body to determine the organisation and process model needed to conduct and assign functions. Note: The appointment of the National Commission for Qualification and Academic Accreditation was approved by The Cabinet in October, 2018.
- Determine the scope of the QNQF.
- Decide on the reference model and structure for the QNQF.
- Build on the existing Ministry of Education and Higher Education vocational education training initiatives in deciding on international standards to be adopted by Qatar.
- Customise occupational standards.

Current qualifications system

Each educational institution is linked to a foreign educational institution (as can be seen in the table below), as well as the Ministry of Education and Higher Education, to ensure quality and relevance, and recognition of learning outcomes related to TVET. This mechanism is called “international accreditation” and is monitored and evaluated by the Accreditation Board of the partnering foreign institutions. Further details are as follows:

<p><u>Local institutions & their Foreign Partners</u> <u>Secondary Schools</u></p>	<p><u>Mechanism for accreditation</u></p>
<p>Debakey High School follows the Texas Educational Agency (TEA) for international accreditation.</p> <p>Qatar Technical School for Boys complies with the Australian Skills Quality Authority (ASQA https://www.asqa.gov.au/) for its Technical and Further Education (TAFE) qualifications.</p> <p>Qatar Banking School (QBS) for Boys and Qatar Banking School for Girls also comply with the Australian Skills Quality Authority (ASQA)</p> <p>Qatar School of Science and Technology for Boys follows the curriculum development of a private company PASCO Scientific.</p>	<p>Under the framework of the Texas Essential Knowledge and Skills for Career and Technical Education. Further details can be accessed here.</p> <p>In collaboration with the Homesglen Institute, Melbourne, Australia.</p> <p>In collaboration with the Homesglen Institute, Melbourne, Australia.</p> <p>In collaboration with PASCO Scientific under the supervision of the Ministry of Education and Higher Education.</p>
<p><u>Post-secondary institutions</u></p>	
<p>The College of North Atlantic Qatar is subject to international accreditation.</p>	<p>Many qualifications are monitored and evaluated by a number of Accreditation Boards, for example the Canadian Technology Accreditation Board (CTAB) for the Engineering subjects.</p>
<p>The Community College of Qatar (CCQ). For Associate Degrees in Information Technology and Engineering Technology CCQ is gets the accreditation from the Accreditation Board for Engineering and Technology (ABET). For Associate Degrees in Applied Science in Health Information Management the College gets the accreditation from the Health Information Management Association of Australia (HIMAA)</p>	<p>International accreditation in collaboration with boards such as ABET and HIMAA, with supervision of the Ministry of Education and Higher Education.</p>
<p>Qatar Aeronautical College</p>	<p>Accreditation is granted in collaboration with organisations relevant to the various qualifications. For example, World Meteorology Organization, European Aviation Safety Authority (EASA) and Qatar Civil Aviation Authority (QCAA), International Civil Aviation Authority (ICAV).</p>

TVET curriculum

The Ministry of Education and Higher Education has responsibility for academic and TVET curriculum. The Schools and other educational institutions listed are responsible for the development, updating and quality of their TVET curriculum under the direction of quality assurance organization they work with (Refer to the table in the preceding section).

With regard to adopting a new model for accreditation and licensing, the government has set the following action plan:

- Benchmark international best practices; and
- Develop licensing criteria for current and new institutions.

6. Current reforms and policy discussion

In 2018, the TVET Committee was formed within the Ministry of Education and Higher Education. In 2019, this became the Office of TVET. This office is responsible for the development of a Vocational and Technical (TVET) Education Policy.

In October 2018, the Cabinet approved a draft resolution to establish the National Commission for Qualifications and Academic Accreditation. A key aim of the Commission is to manage the National Qualifications Framework. The Commission will be located within the Ministry of Education and Higher Education.

Current challenges

Inferior perception of TVET	Perception of TVET as a ‘second class’ or second-choice option. National Development Strategy 2018-2022 (NDS2) states that TVET options have not demonstrated the ability to attract and retain Qataris. (p. 180)
Low financial incentives	Traditional technical and vocational careers are often poorly remunerated, as Qatar in the most part is reliant on expatriate labour according to presentations made by industry leaders and educational consultants from Ministry of Education and Higher Education and other tertiary organizations’ as part of the UNESCO-UNEVOC Qatar Centre seminar series. University graduates are normally on a different (higher) salary scale than TVET diploma holders, and TVET diploma holders do not get the same career advancement opportunities.
Constraints of data availability	Consolidated and comprehensive data on all kinds of TVET is not available. According to NDS2 (p.180) it is difficult to access accurate Education and Training Strategy (ETS) data, resulting in the inability to follow up on performance indicators that are important for planning and decision making. The goal is to reduce duplicate spending and inefficient spending.

TVET Governance structure

TVET Governance structure is currently under development. A TVET Committee was formed in 2018 to investigate the most appropriate form of Governance, and in January 2019 this became the Office of TVET within the Ministry of Education and Higher Education. As per the information received for compiling this country report, work was ongoing to establish the National Commission for Qualification and Academic Accreditation to be run by the Ministry of Education and Higher Education. This Commission will also be in charge of developing and managing the National Qualifications Framework.

Promoting gender equality

Though improving, enrolment of women and girls in TVET is comparatively low. There is a lack of awareness about TVET options that provide good career pathways for women and girls, especially when compared to knowledge about options for university.

7. References and further reading

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