Technical Education Landscape in the UAE: Qualifications & Opportunities

Sajida H. Shroff, April 2013
Agenda

• Executive Summary
• UAE Parameters for Technical Education
• Current Status of TECH Education in the UAE
  • Enrollment Growth in Vocational/Technical/Career Track Education in the UAE
  • UAE’s Regulatory Landscape
  • Proposed and (sample) Private Qualifications Frameworks in the UAE
• Current Career Track Training Options in the UAE
  • Public and Private Providers
• Gaps and Potential Programmes
• Next Steps
• Potential Impact
• Appendices: Sources
The Technical (TECH) Landscape Study identifies the current status, prospects and challenges related to the expansion of TECH offerings in Dubai

• There is a need for expanded Vocational/Technical Educational Programmes in Dubai to serve the UAE and the Region
• Programmes would primarily serve the Expatriate population as there is sufficient capacity for the National population
• The key target market is high school graduates from the UAE and the Region who DON’T/CAN’T go to university
• To mitigate the identified skills gap, the focus of VTECH Education in the UAE needs to be on ‘white collar’ “career track opportunities”
• In order for these career track programmes to have credibility, a qualifications framework aligned with global best practices and enabling transferability of qualifications is necessary
• Due to the negative perception surrounding Vocational/Technical Education in this region as well as current labor market practices (i.e. importing blue collar workers) – VTECH Education needs to be repositioned in the UAE
UAE’s parameters for Technical Education & Training (TECH) have to take into account regional nuances so they should be different from the global understanding; i.e. ‘white collar’ “career track” rather than ‘blue collar’

Global Definition of Vocational/Technical Education & Training (VTECH)\(^1\):

- Training emphasizes skills and knowledge required for a particular job function (e.g. typing or data entry) or a trade (e.g. carpentry or welding), excluding the professions
- *Traditionally focused on ‘blue collar’ jobs*
- Focus on practical applications of skills learned & hands-on training
- Usually provided either at the high school level or in a postsecondary trade school
- Qualifications range from certificate to diploma
- Individuals can be trained in part qualifications or 'skills sets’
- Enable skill mobility by aligning qualifications with global best practices

VTECH in the UAE:

- Provided in-house for most blue collar trades in the UAE\(^4\)
  - Unskilled/semi-skilled workers are hired for traditional trade based occupations and trained on-site
- Negative perception is barrier to entry for provider as well as students

UAE parameters for VTECH:

*White collar focused Career Track*\(^2\) Education & Training

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[http://www.businessdictionary.com/definition/vocational-training.html#ixzz2Kih7ZIBb](http://www.businessdictionary.com/definition/vocational-training.html#ixzz2Kih7ZIBb)

\(^2\)Based on discussions with Industry Business Partners & ; training entities; Reports from Booz, ACTVET, & Deloitte; SBD analysis
Current Status

Need diverse & innovative VTECH/Career Track Education programmes and options

Lacking VTECH/Career Track Education federal qualifications framework

Accredited offerings are in Higher Education

Lacking accredited VTECH/Career Track Education Providers

UAE
Vocational/Technical/Career Track Education has witnessed significant enrollment growth, aligned with a ramp up in capacity to meet the increased need.

Key Takeaways
- Vocational & technical enrollment has increased as the UAE gov't has prioritized the acquisition of skills.
- Growth has been driven by:
  - Rising need for skilled manpower in the economy
  - Increased priority given to Emiratization efforts
  - Increased private sector role in vocational & technical education market
  - Increase in population & focus on education

Sources: Institute Websites; Commission for Academic Accreditation; Booz & Company Report; ADEC; KHDA; SBD Analysis

Note: 2009-2010 is the most recent year enrollment data is available for ALL listed institutions.
# UAE’s Regulatory Landscape

<table>
<thead>
<tr>
<th>Regulatory Authority</th>
<th>Directive</th>
<th>Jurisdiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Education</td>
<td>• Public K-12 Schools</td>
<td>UAE</td>
</tr>
</tbody>
</table>
| Ministry of Higher Education & Scientific Research | • Non-Free Zone  
• Private Universities  
• Federal Universities | UAE |
| Knowledge & Human Development Authority | • Private Dubai K-12 Schools  
• Free Zone Universities (including private universities) | Dubai (only) |
| Abu Dhabi Education Council | • Private & Public Abu Dhabi K-12 Schools  
• Private Universities | Abu Dhabi (only) |
| National Qualifications Authority* | • VTECH *(proposed)* | UAE *(proposed)* |

*NO current UAE regulator for Vocational/Technical/Career Track Education*
Since there is no federal training qualifications framework in the UAE, multiple private sector frameworks are used resulting in a lack of accountability and cohesion.

<table>
<thead>
<tr>
<th>Proposed</th>
<th>Example of Current Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEDERAL</strong></td>
<td><strong>PRIVATE</strong></td>
</tr>
<tr>
<td>National Qualifications Authority</td>
<td>Edexcel (BTEC) (Pearson)</td>
</tr>
<tr>
<td>(est Aug 2010)</td>
<td></td>
</tr>
<tr>
<td>(expected launch May 2013)</td>
<td></td>
</tr>
</tbody>
</table>

10 levels¹
Mutual recognition with home countries
Align with:
- MOHESR
- Global vocational education awarding bodies
- GCC Qualifications Frameworks
- European Union Qualifications Frameworks
Occupation levels aligned with Ministry of Labor work permits/job classifications

Categories
- Academic vocational = 1 year +
- Lifelong Learning & in service training = less than 1 year

7 levels²
UK based Pearson Company
- Work-related qualifications
- Accommodate the needs of employers and allow progression to university
- Practical, real-world approach to learning
- Can be taken with/in place of GCSEs and A Levels
- Available across a wide range of industry sectors

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¹Discussion with NQA

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**Edexcel is not recognized by Dubai**

**Government Institutions so qualifications hold no value in the public sector in Dubai**
Vocational/Technical/Career Track Education is provided by a diverse range of public & private providers* in the UAE

<table>
<thead>
<tr>
<th>Abu Dhabi</th>
<th>Dubai</th>
<th>Other Emirates</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVETI</td>
<td>Institute of Applied Technology</td>
<td>Sharjah Institute of Technology (merged with Abu Dhabi’s ADVETI in Aug 2012)</td>
</tr>
<tr>
<td>Al Ain International</td>
<td>National Institute for Vocational Education (NIVE)</td>
<td></td>
</tr>
<tr>
<td>Aviation Academy</td>
<td>Dubai Men’s/Women’s College (formerly Higher Colleges of Technology)</td>
<td></td>
</tr>
<tr>
<td>Al Reef Institute of Logistics &amp; Applied Technology</td>
<td></td>
<td></td>
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<tr>
<td>Fatima College of Health Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institute of Applied Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VEDC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Al Khawarizmi International College</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Non-Exhaustive

Technical Education Landscape in the UAE - updated 04Apr13
Institute Profile: Abu Dhabi Vocational Education & Training Institute (ADVETI)

Summary
- Founded in 2007 in Abu Dhabi
- Public, not for profit
- 1,143 students (2011 -2012)

Overview of Institute
- ADVETI has 7 entities
- ADVETI is an initiative of the Abu Dhabi Government & is under the management of the Abu Dhabi Centre for Technical & Vocational Education & Training (ACTVET)

Key Characteristics
- Enrollment Requirements: UAE General Secondary Institute Certificate (or equivalent), 4.5 IELTS (Diploma or Higher Diploma)/5.0 (Bachelor)
- Tuition Fee: AED 0
- Certifications offered: Diploma, Higher Diploma

Programmes Offered
- Eng. Tech. – Electrical Maintenance
- IT Networking
- HR Management
- Logistics & Information Sciences
- Fashion Design
- Eng. Tech. – Mechanical Maintenance
- IT Multimedia Design
- Project Management
- Environ. Health & Safety Management
- Industrial Mechatronics
- Interior Design & Decoration
- Industrial Mechanics
- Technical Drawing
- Event Management
- Travel & Tourism Management
- Technical Laboratory Analytics
- Graphic Design
- Technical Education Landscape in the UAE - updated 04Apr13
Institute Profile: ACTVET - Sharjah Institute of Technology

Summary

• Founded in 2003
• Public, not for profit
• ??? students (n/a as merged with ACTVET)

Overview of Institute

• Opened under the instruction of H.H. Dr. Sheikh Sultan Bin Mohamed Al Qassimi, member of the Supreme Council and Ruler of Sharjah
• Programmes are specifically designed to provide the students with the knowledge and practical skills required to satisfy the needs of the UAE job market.

Key Characteristics

Enrollment Requirements: completion of Grade 9; satisfactory performance in the institute admission test and interview; Higher National Diploma; completion of National Diploma or equivalent qualifications (Grade 12); working currently; relevant work experience; satisfactory performance in the institute admission test and in an interview

• Tuition Fee: AED n/a
• Certifications offered: Certificate & Diploma

Programmes Offered

Art & Design  Business  Travel & Tourism  Civil Engineering  Telecommunication
Information Technology  Health & Social Care  Automotive Engineering  Electrical & Electronics  Mechanical Engineering

Sources: Institute Website; Commission for Academic Accreditation; Booz & Company Report; SBD Analysis
Institute Profile: Institute of Applied Technology (IAT)

**Summary**
- Founded in 2005 in Abu Dhabi
- Public, not for profit
- 2,693 students (2009-2010)

**Overview of Institute**
- IAT offers Career-Based Technical Education (CTE) in English at secondary & tertiary levels
- Headquarters are in Abu Dhabi with 6 other campuses: Abu Dhabi, Al Ain, Dubai, Ras Al Khaima, & Fujairah
- IAT encompasses higher learning start-ups in aviation, logistics & nursing

**Key Characteristics**
- Enrollment Requirements: UAE or GCC National, 16 years +, Interview & Entry Exam
- Tuition Fee: AED 0
- Certifications offered: Secondary Certification in Applied Technology, IAT Professional Diploma

**Programmes Offered**
- Engineering Science - Energy
- Health Science & Technology
- Applied Engineering - Electrical
- Information & Communication Technology
- Applied Engineering - Mechanical
- Engineering Science - General

Sources: Institute Website; Commission for Academic Accreditation; Booz & Company Report; SBD Analysis
Institute Profile: National Institute for Vocational Education

Summary
- Founded in 2006 in Dubai
- Public, not for profit
- N/A

Overview of Institute
- NIVE’s vocational & technical education framework consists of 5 levels of competencies and 6 skills critical to performing well in commerce & industry: Communication, Information Communication, Technology, Application of Numbers, Working with Others, Improving Own Learning and Problem Solving

Key Characteristics
- Enrollment Requirements: 12 years of institute, 17 years +, Interview, Entry Assessment
- Tuition Fee: AED 0 (employer sponsorships)
- Certifications offered: Foundation Diplomas, First Diplomas, National Diplomas, Higher National Diplomas, Professional Courses & Diplomas

Programmes Offered
- Occupational Health & Safety
- Business
- IT Practitioners
- Finance & Accounting
- Jewelry Business Development
- Banking & Finance
- Computing
- Skills for the Workplace
- Human Resources
- Bridge to Work
- Public Relations
- Marketing

Sources: Institute Website; Commission for Academic Accreditation; KHDA; Booz & Company Report; SBD Analysis
Institute Profile: Vocational Education Development Centre (VEDC)

Summary
- Founded in 2006 in Abu Dhabi
- Public, not for profit
- 1,406 students (2010-2011)

Overview of Institute
- VEDC is a boarding institute that caters to Emiratis interested in vocational & technical studies
- VEDC offers alternative learning pathways which focus on applied learning methods
- Methods are combined with personal development programmes to educate students in discipline, work ethics & employability skills

Key Characteristics
- Enrollment Requirements: UAE National, completed 6th Grade, between 14-23 years old
- Tuition Fee: AED 0
- Certifications offered: Foundation Certificates, Diplomas

Programmes Offered
- Security Operations
- Leadership & Military Training
- Mechanical/Electrical Maintenance
- Automotive Technology
- Business
- Foundational Programmes

Sources: Institute Website; Commission for Academic Accreditation; Booz & Company Report; SBD Analysis
Institute Profile: Al Khawarizmi International College

**Summary**
- Founded in 1985 in Abu Dhabi
- Private, for profit
- 1,687 students (2011 -2012)

**Overview of Institute**
- Al Khawarizmi International College aims to provide quality Information Technology diploma programmes, at the higher education level resulting in competent graduate IT technicians
- Al Khawarizmi International College also provides short courses in IT for end-users & IT professionals

**Key Characteristics**
- Enrollment Requirements: UAE General Secondary Certificate (or equivalent), Interview, 500 TOEFL or 5.0 IELTS
- Tuition Fee: AED 19,800 – 30,000
- Certifications offered: Foundation Certificates, Associate Degrees, Bachelor Degrees

**Programmes Offered**
- Adobe
- AutoCAD
- Info Tech Infra Library
- General IT
- Oracle Certification
- 3D Film Animation
- Project Management Professional
- CIW
- Microsoft Certification
- Network Security
- Office Admin & Computing Skills
- Computer Systems Maint. Technician
- Computerized Accounting Operator
- Int’l Computer Driving License (ICDL)
- Executive Secretarial & Computing
- Certified Accounting Technician
- Red Hat Certified Engineers
- Computerized Accounting Operator
- Executive Secretarial & Computing
- Certified Accounting Technician
- Red Hat Certified Engineers

Sources: Institute Website; Commission for Academic Accreditation; Booz & Company Report; SBD Analysis
Institute Profile: Emirates Aviation College

**Summary**
- Founded in 1991 in Dubai
- Semi-Private, for profit
- 1,500 students (2011-2012)

**Overview of Institute**
- Emirates Aviation College offers an extensive range of educational opportunities designed to provide students with the best aviation related specializations that service both the technical and management sides of the aviation industry
- The College has a wide range of experienced faculty members in both academic education and industry to blend the real world into a learning situation

**Key Characteristics**
- Enrollment Requirements: completed year 10, above 15 years old
- Tuition Fee: AED 30,000 – 60,000
- Certifications offered: Diploma, Certificate, Bachelors Degrees
- Vocational Accreditation: Edexcel

**Programmes Offered**
- Engineering Foundation
- Electronics Engineering
- Business Studies
- Dispatch Training
- Aerospace
- Avionics Engineering
- Tourism Studies
- Flight Planning
- Aircraft Maintenance
- Avionics Operation
- Flight Dispatcher
- Pilot Training

Sources: Institute Website; Commission for Academic Accreditation; Booz & Company Report; SBD Analysis
Institute Profile: Higher Colleges of Technology

Summary
- Founded in 1988
- Public, not for profit
- 18,000 students (2011 -2012)

Overview of Institute
- Founded by Federal Decree
- Higher Colleges of Technology (HCT) is the largest higher educational institution in the UAE, having a well-respected reputation for innovative learning

Key Characteristics
Enrollment Requirements: UAE Nationals, General School Certificate (min 70%), Common Educational Proficiency Assessment (CEPA) (score of 150 on CEPA-English)
- Tuition Fee: AED 0
- Certifications offered: Bachelors Degrees

Programmes Offered
- Applied Communications
- Business
- Computer & Information Sciences
- Education
- Engineering Technology
- General Education
- Health Sciences

Sources: Institute Website; Commission for Academic Accreditation; Booz & Company Report; SBD Analysis
Institute Profile: The Emirates Academy of Hospitality Management

**Summary**
- Founded in 2001
- Semi-Private, for profit
- 500 students (2011-2012)

**Overview of Institute**
- Specializes in providing business management degrees with a hospitality focus and aims to become the world's leading hospitality management school
- Professional training & development provides the opportunity to develop, step by step, through short courses
- Focus on enhancing ability to effectively communicate with guests/clients and deliver excellent service consistently

**Key Characteristics**
**Enrollment Requirements:** Completion of High School, employer recommendation
- Tuition Fee: AED 5,000+
- Certifications offered: Certificates (& Bachelors Degrees)
Offer bespoke programmes for multiple industries; e.g. finance

**Programmes Offered**
- Leadership & Management
- Financial Courses
- Kitchen & Restaurant Programmes
- Customer Service
- Human Resources
- Rooms Division Programmes
- Wine & Spirits Education
- Administration
- Sales & Marketing

Sources: Institute Website; Commission for Academic Accreditation; Booz & Company Report; SBD Analysis
Despite the recent expansion of vocational/technical/career track programmes in the UAE, based on recent studies, supply gaps still remain.

<table>
<thead>
<tr>
<th>Field</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>Digital Content, Hardware Components, Multimedia Production, Software Development</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>Emergency Management, HR Management, Network Security, Support Services</td>
</tr>
<tr>
<td>Architecture</td>
<td>Energy Risk Engineering, Information Tech Infra Library, Nursing, Technical Drawing</td>
</tr>
<tr>
<td>Athletic Therapy</td>
<td>End-User Equipment, Integration Services, Nursing Support Functions, Terrestrial Broadcasting</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>Event Management, IT Equipment, OTT Broadcasting, Tool and Die Making</td>
</tr>
<tr>
<td>Aviation</td>
<td>Fashion Design, Logistics &amp; Management, Paralegal, Travel &amp; Tourism Management</td>
</tr>
<tr>
<td>Business</td>
<td>Facilities Management (Retail), Luxury Brand Management, Performing Arts, TV/Film Production</td>
</tr>
<tr>
<td>Child &amp; Youth Worker</td>
<td>Financial Risk Management, Managed Services, Plumbing, Visual Arts</td>
</tr>
<tr>
<td>Cloud Computing</td>
<td>Fitness Leadership, Mechanical/Electrical Maintenance, Print Media, Wireline Service Provision</td>
</tr>
<tr>
<td>Customer Psych &amp; Buying Behavior</td>
<td>Food &amp; Beverage Management, Medical Technicians, Satellite Broadcasting, Wireless Network Equipment</td>
</tr>
</tbody>
</table>

DIAC & Deloitte’s Workforce Planning Study also highlighted “career track” VTECH skill gaps in 11 industries particularly the Legal, Tourism and Hospitality, Healthcare, Consulting and IT industries.

**Industries students are planning to work in**

<table>
<thead>
<tr>
<th>Industry</th>
<th>GCC (n=254)</th>
<th>Sub-continent (n=196)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banking, financial...</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>IT</td>
<td>15%</td>
<td>19%</td>
</tr>
<tr>
<td>Healthcare</td>
<td>14%</td>
<td>9%</td>
</tr>
<tr>
<td>Education</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Energy and Resources</td>
<td>6%</td>
<td>8%</td>
</tr>
</tbody>
</table>

**Difficulty to find a job**

<table>
<thead>
<tr>
<th>Industry</th>
<th>Average of recent graduate (n=851)</th>
<th>Difficulty on a scale of 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance and Accounting</td>
<td>3.94</td>
<td>3.32</td>
</tr>
<tr>
<td>Economics</td>
<td>3.82</td>
<td>3.48</td>
</tr>
<tr>
<td>Management and Business</td>
<td>3.75</td>
<td>3.52</td>
</tr>
<tr>
<td>Computer Science</td>
<td>3.74</td>
<td>3.52</td>
</tr>
<tr>
<td>Social Science</td>
<td>3.73</td>
<td>3.52</td>
</tr>
<tr>
<td>Media &amp; Communications</td>
<td>3.61</td>
<td>3.48</td>
</tr>
<tr>
<td>Sciences</td>
<td>3.61</td>
<td>3.52</td>
</tr>
<tr>
<td>Law</td>
<td>3.52</td>
<td>3.52</td>
</tr>
<tr>
<td>Tourism and Hospitality</td>
<td>3.52</td>
<td>3.52</td>
</tr>
<tr>
<td>Arts, languages and Literature</td>
<td>3.48</td>
<td>3.52</td>
</tr>
<tr>
<td>Medical and Health</td>
<td>3.32</td>
<td>3.52</td>
</tr>
</tbody>
</table>

**Difficulty in hiring**

<table>
<thead>
<tr>
<th>Industry</th>
<th>Corporates (n=235)</th>
<th>Very or somewhat difficult to hire at junior level (% respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Healthcare</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>Consulting &amp;...</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>IT</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Retail</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Telecom</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Construction &amp;...</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Bank &amp; Finance</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Energy &amp; Resources</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Transportation &amp;...</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

Source: TECOM/Dubai International Academic City & Deloitte Workforce Planning Study, March 2013

**Notes:**
- Based on surveys conducted across UAE, KSA, Oman, Qatar
- **Based on interviews conducted across the GCC, Levant, Africa, Central Asia, Sub-continent and Asia
- ***Based on interviews conducted with corporates across UAE, KSA, Egypt, Lebanon, Oman, Qatar, India, Pakistan, Morocco

Source: YOUGOV research 2012, Deloitte Analysis
Next Steps

- Support NQA Framework & Roll out
- Liaise with MOHE & KHDA to facilitate recognition of private QA frameworks under Decree 21

Ensure Quality Assurance

- Highlight VTECH employability options & successes
- Initiate targeted School & Media Outreach
- Partner with employers to gain their commitment to VTECH/Career Track Education & Employment of VTECH programme graduates
- Engage employers in discussions around graduate employability & VTECH programme enhancement

Target Key Programme Providers to Enable Diverse Offerings/ Accreditation Frameworks

- *ITT (USA)
- *Symbosis (India)
- *TVET (UK)

1 Suggestions of potential providers; non-exhaustive
Potential Impact

National Career Track Education Qualifications Framework in the UAE – aligned with global frameworks to enable easy transition/transfer/continuing ed

Balanced & Skilled Workforce to enable realization of UAE Vision

Diverse Programme Options

Multiple Accredited Providers for National and Expat Populations
Thank you

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Appendices

- Sources
Sources: Reports

- Graduate Employability in the MENA Region, British Council (2013)
- UAE Vocational Education Overview, Booz & Company (2012)
## Sources: Interviews

<table>
<thead>
<tr>
<th>Institution/Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVETI</td>
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<tr>
<td>Assent (Steel)</td>
</tr>
<tr>
<td>Booz</td>
</tr>
<tr>
<td>Caparol LLC</td>
</tr>
<tr>
<td>City &amp; Guilds</td>
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<tr>
<td>Deloitte</td>
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<td>EdExcel</td>
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<tr>
<td>EdExcel</td>
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<tr>
<td>Emirates Academy of Hospitality Mgmt</td>
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<td>Emirates Aviation College</td>
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<tr>
<td>Emirates Aviation College</td>
</tr>
<tr>
<td>Emirates Driving Company</td>
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<td>GEMS Education Solutions</td>
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<td>Higher Colleges of Technology</td>
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<td>Jumeirah</td>
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<td>KHDA</td>
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<tr>
<td>McKinsey</td>
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<td>National Qualifications Authority</td>
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<tr>
<td>NIVE</td>
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<td>PWC</td>
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</table>