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SKILLS CHARTER

**Ensuring Quality,
Accountability, &
Competitiveness**





MESSAGE FROM THE DIRECTOR GENERAL



DR. MUBARAK ALSHAMSI

Chairman, Board of Trustees IAT,
Director General, ACTVET

“This Charter establishes clear governance, policies, and standards for all ACTVET’s schools and institutions.”

It gives me great pleasure to introduce our Skills Charter, a landmark framework that reflects our collective commitment to excellence in technical and vocational education. This Charter establishes clear governance, policies, and standards that will guide our journey toward building a world-class skills ecosystem aligned with national priorities and international benchmarks.

Our aim is not only to set rules, but to create a culture of accountability, transparency, and continuous improvement across all levels—school, entity, and national. By doing so, we ensure that our students are prepared with the competencies, discipline, and confidence needed to succeed in both the workplace and on global competitive stages.

This Charter also reflects our belief in the potential of Emirati youth. Through structured training pathways, international competitions, and micro-credentialing, we will continue to empower our students with opportunities to innovate, compete, and lead.

This Charter embodies Skills Generation 2—a new era of skills development in the UAE that is modern, globally benchmarked, and nationally relevant. I am confident that it will serve as a cornerstone for future growth, reinforcing the reputation of our system as a trusted national asset and a global contributor to skills excellence.



OBJECTIVES

Objectives of this Charter:

- 1 Establish standardized policies for Skills Training operations across all levels (school, entity, and national).
- 2 Define governance structures, accountability mechanisms, and reporting lines.
- 3 Ensure transparency and efficiency in key areas such as training delivery, performance monitoring, procurement, and resource management.
- 4 Provide measurable Key Performance Indicators (KPIs) that align individual performance with departmental and national objectives.
- 5 Promote consistency, quality, and compliance with both UAE national strategies and WorldSkills international standards.

Through these objectives, the Skills Standards Operations Policy ensures that every stakeholder works cohesively toward the shared vision of achieving excellence in Skills Training.

INTRODUCTION

The Skills Standards Operations Policy provides a unified framework to govern, manage, and implement Skills Training across all participating entities. By defining clear roles, responsibilities, and workflows, this charter serves as the foundation for building a sustainable pipeline of talent capable of competing successfully at national, regional, and global levels.



Achieving
Excellence in
Skills Training

GOVERNANCE

Governance defines the framework of accountability, authority, and oversight within the Skills Department. It establishes clear approval mechanisms to ensure that all policies are applied consistently, transparently, and in alignment with ACTVET's strategic objectives. Through structured governance, the Department safeguards compliance, monitors performance, and ensures that decisions are made at the appropriate level of authority, thereby maintaining integrity, efficiency, and trust across all training and competition activities.



Authority Matrix

Process / Activity		Operational Level		Operational Leadership		Middle Management			Executive Management	
		Trainers / WorldSkills Expert	Skills Officers	Skills Coordinator	Skills Specialist	Head of Skills	Head of Skills Competitions	Head of Skills Hub (Al Dhafra)	Director of Skills	Director General
3.1	Skills Governance									
3.1.1	Annual Policy Reviews and Update					PR	RD	AP		
3.1.2	Annual KPIs Reviews and Update								RD	AP
3.1.3	Risk Management and Reporting					PR	RD	AP		
3.2	Skills Development									
3.2.1	Training Hours Monitoring (100h–1000h progression)	PR	RE	RD	AP	IN				
3.2.2	Training Schedule Approval & Submission	PR	RE	RD	AP	IN				
3.2.3	Trainer Workload Monitoring (22h per week)		PR	RE & RD	AP		AP	IN		
3.2.4	Exceptional approval for trainees who do not meet the minimum training hours				PR	RE			RD	AP
3.2.5	External attendance at internal training sessions				PR	RE			RD	AP
3.2.6	WorldSkills Competitor Selection				PR	RE		RD	AP	
3.2.7	WorldSkills Skills Selection				PR	RE	RD	AP		
3.2.8	Friendly Competition in the UAE				PR		RE & RD		AP	IN
3.2.9	Friendly Competition Abroad				PR		RE		RD	AP
3.3	Quality Assurance									
3.3.1	Monthly Performance Monitoring (national & international tracking)	PR	RE	RD	AP	IN				
3.3.2	Quarterly Feedback Consolidation		PR	RE & RD	AP		AP	IN		
3.3.3	Quarterly Reporting to Executive Committee				PR	RE & RD	AP	IN		
3.3.4	KPIs Performance Monitoring				PR	RE & RD	AP	IN		
3.4	Human Resources									
3.4.1	Hiring New Trainers			PR	RE & RD		RE & RD	RE & RD	AP	
3.4.2	WorldSkills Expert Appointment				PR		RE & RD		AP	IN
3.4.3	Transfer of Trainers Location				PR	RE & RD		RE & RD	AP	IN
3.4.4	Annual Leave Approval	PR		RE & RD	AP		AP	IN		
3.4.5	Performance Appraisal of Trainers			PR	RE & AP		RE & AP	IN		
3.5	Procurement and Asset Management									
3.5.1	Procurement of Tools & Consumables	PR	RE	RD	AP					
3.5.2	Assets Registration & Tagging	PR	RE & RD	AP	IN		IN			
3.5.3	Custodianship & Maintenance	PR	RE & RD	AP	IN		IN			

Approval Level – Definitions

To ensure clarity in decision-making and accountability, each process or activity in the governance framework is assigned approval levels. These levels indicate the specific responsibility of each role:

PR – Prepare: The individual or unit responsible for drafting, initiating, or compiling the required documents, data, or action plans. Preparation ensures that the process is ready for internal validation.

RE – Review: The individual or unit tasked with verifying accuracy, compliance with policies, and completeness of information. Review provides quality control before endorsement.

RD – Recommend: The role responsible for formally endorsing the reviewed item, confirming that it is aligned with departmental objectives, and recommending it for higher-level decision-making.

AP – Approve: The authority vested with the mandate to grant final approval and authorization. This level signifies accountability for the decision and responsibility for its implementation.

IN – Inform: Stakeholders who must be notified of the decision or outcome to ensure transparency, alignment, and awareness, though they are not directly involved in the approval chain.

SKILLS DEVELOPMENT POLICIES

The Skills Development Model follows a progressive pathway aligned with the best international practices. Students advance from the foundation stage, which requires 100 training hours, through national, regional, and Asia levels, ultimately reaching the global stage at WorldSkills with a minimum of 1,000 hours of training. This structured approach ensures consistency in training, scalability of talent development, and sustainability in achieving medal-winning performance.

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Policies

5.1. Training Hours

- **Skills Challenge (Entry Level):** Minimum 100 training hours; intended to assess foundational competence.
- **EmiratesSkills (National Competition):** Minimum 300 training hours; open to students who successfully completed the Skills Challenge.
- **GCCSkills Competition (Regional Level):** Minimum 500 training hours; open to medalists from EmiratesSkills who demonstrate readiness for regional competition.
- **WorldSkills Asia Competition (Continental Level):** Minimum 750 training hours; open to candidates with proven performance at the EmiratesSkills or GCC level.
- **WorldSkills Competition (Global Level):** Minimum 1,000 training hours; open to medalists from EmiratesSkills, GCCSkills or WorldSkills Asia who meet standards of excellence.

Skills Mastery Pathway





Ultimately reaching the global stage at WorldSkills with a minimum of 1,000 hours of training

5.2. Job Market Preparation

Trainees shall be considered to have achieved the minimum preparation for job market readiness once they have successfully completed at least 250 training hours, representing the foundation stage of skills development. At this point, trainees are expected to demonstrate basic technical competence, workplace discipline, and applied knowledge that enable them to pursue entry-level employment opportunities or further specialized training.

5.3. Training Cohort Size

Each Trainer shall enroll a minimum of 10 to 15 trainees to ensure efficiency, peer learning, and competitiveness for national competition level. For International Level, each WorldSkills Expert shall enroll a minimum of 3 competitors in simultaneous WorldSkills Training. This range provides sufficient depth of talent while maintaining cost-effectiveness and training quality.

5.4. Age Eligibility

- Juniors Skills: From 12 to 15 years old on the date of the competition

- Official Skills: From 16 to 22 years old on the date of the competition

Exceptions could be applied as per the official Technical Description for their skill in alignment with WorldSkills International.

5.5. Performance Monitoring

Trainers shall maintain a comprehensive record of each student's performance measured against WorldSkills standards. Progress reports of their training cohort should be submitted to the Head of Skills every month.

WorldSkills Experts shall organize monthly in-house competition-style assessments for international candidates, these results should be compared against international scoring criteria and performance outcomes should be documented in a competitor's progress report in the system.

5.6. Assessors

Assessors shall not be the same trainers who deliver training to the candidates. Experts shall ensure separation of training and assessment functions, and

any breach may render the assessment invalid and subject the trainer to appropriate corrective measures

5.7. Feedback Monitoring

Quarterly feedback shall be collected from all trainees, trainers, and experts, consolidated by the Skills Development Specialist, and reviewed by the Head of Skills to drive corrective actions; urgent issues shall be escalated immediately to Department leadership.

5.8. External Participation Quota

The Skills Department shall ensure that a minimum of 20% of participants in all skills events are selected from outside the system, in order to promote diversity, inclusiveness, and broader national representation. Skills Department should report to Director General if the External Participants do not match the training hours criteria for the competition.



Policies

5.9. Exceptional Approval for Trainees who do not achieve minimum Training Hours

In exceptional circumstances, where a trainee demonstrates outstanding competence or exceptional potential but has not completed the minimum prescribed training hours, the Director of the Skills Department may submit a justified recommendation to the Director General. Upon the Director General's approval, the candidate may be permitted to participate in the respective skills competition.

5.10. Skills Champion

Each school shall appoint a minimum of two Skills Champions selected from its top-performing students. These Champions will act as ambassadors, promoting the importance of skills training, inspiring peers to participate, and attracting more students to join. To motivate and reward their role, Skills Champions shall receive recognition and prizes after selection.

5.11. Training Schedule

All learners shall agree on a monthly training schedule with their Trainer during the first week of each month. The Trainer shall submit the finalized schedule to the Skills Coordinator or Skills Development Specialist for monitoring and record-keeping.



5.12. Attendance and Punctuality

Attendance is mandatory for all scheduled training sessions. Trainees are permitted a maximum absence of 15% of the agreed training plan; exceeding this limit shall result in removal from the program. Unapproved absences or repeated lateness trigger progressive disciplinary action. Exceptions are only granted for medically verified cases or pre-approved absences authorized by the Head of Skills.

5.13. Training Uniform

Learners shall attend all training sessions wearing the designated uniform for their competition level: Institution uniform for Skills Challenge, EmiratesSkills-approved uniform for national training, and WorldSkills-approved uniform for international training. Compliance with uniform requirements is mandatory to ensure professionalism and alignment with competition standards.

Policies

5.14. Schools Engagement

Schools' Principals shall actively support Skills Training by encouraging learners' commitment, recognizing and advancing outstanding performers, and ensuring qualified trainers deliver high-quality instruction. Training schedules shall be aligned to avoid conflicts with academic obligations. Schools must communicate regularly with parents regarding schedules, expectations, and learner performance, and provide orientation sessions to explain the Skills Development pathway and its benefits.

5.15. Students Milestone

The School Principal shall ensure that every student, completes no less than 300 hours of skills development in a skill of their choice, in full alignment with the Emirates Skills Standards.

5.16. Trainers' selection

The selection of Experts and Trainers shall follow a transparent and structured process to ensure only qualified and motivated individuals represent the Skills Department. Candidates must hold a relevant academic or professional qualification, have at least three years of TVET teaching, international experience as a WorldSkills Expert, or have achieved a medal as a Competitor in the Skills International Competition, such as WorldSkills Asia, WorldSkills Europe,



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WorldSkills Americas, or WorldSkills International. In exceptional cases, candidates who do not fully meet these requirements may be appointed only with the explicit approval of the Director General.

Policies

5.17. WorldSkills Expert selection

WorldSkills Expert appointments shall be confirmed after each WorldSkills Competition based on an analysis of performance and results. The Head of Skills may recommend the replacement of an Expert and appoint another qualified Trainer to the role when necessary to ensure optimal representation and training outcomes.

5.18. Trainer and Experts' Performance

Trainers' performance shall be directly linked to competition outcomes, with the achievement of medals in national, regional, or international competitions considered a primary objective. Failure to secure medals will be reflected in the trainer's annual appraisal, impacting their overall performance evaluation and career progression, as competition results are a key indicator of training effectiveness and alignment with departmental goals.

5.19. Trainer Transfer

To ensure balanced expertise and meet training needs across campuses, Skills Trainers may be transferred between locations. Transfers may address shortages, support new programs, strengthen collaboration, or meet ACTVET strategic priorities. All transfers shall be recommended by the Head of Skills, endorsed by the Director of Skills, and



formally notified to the Director General. Trainers must receive written notice at least 60 days prior to the transfer, except in urgent cases where a shorter notice may be justified and approved.

5.20. Skills Trainers' annual leave

Skills Trainers and WorldSkills Experts are entitled to annual leave; however, leave must not compromise training delivery or competition readiness. Requests will be reviewed for schedule conflicts and endorsed by the immediate supervisor (Skills Coordinator for Trainers, Skills Development Specialist for Experts) before final approval by the Head of Skills in coordination with HR.

Leave is strictly prohibited during training camps, major assessments, or competitions, except under exceptional circumstances approved by the Director of Skills.

Policies

5.21. Trainers Workload

Each Trainer shall deliver a standard training load of 22 hours per week within the Training Hub. This workload ensures consistent learner engagement, balanced trainer allocation, and alignment with departmental performance standards. Adjustments may only be made with prior approval from the Director of Skills in cases of special projects or exceptional circumstances.

5.22. WorldSkills Competitor Selection

WorldSkills competitors shall be selected through a transparent and merit-based process, with eligibility contingent upon achieving the minimum training hours required: 300h (ESNC), 500h (GCC), 750h (WorldSkills Asia), and 1,000h (WorldSkills). Selection shall be based on technical competence, performance benchmarking against WorldSkills standards, and trainer assessments. Only candidates who demonstrate readiness, discipline, and consistent progress shall be nominated to represent the UAE internationally.

5.23. WorldSkills Skills Selection

The Skills Department shall determine the portfolio of skills for participation in WorldSkills competitions in alignment with national priorities, industry demand, and ACTVET strategic objectives. New skills may be



Each Trainer shall deliver a standard training load of 22 hours per week within the Training Hub.

introduced, or existing ones discontinued, based on performance trends, international benchmarking, and consultation with stakeholders. The Head of Skills shall present recommendations annually for approval by the Director General.

5.24. Friendly Competition in the UAE

Each skill area shall organize or participate in at least one friendly competition in the UAE per cycle to benchmark performance, expose competitors to varied training environments, and enhance collaboration. Participation must be approved by the Director of Skills and aligned with training objectives and readiness levels.

Policies

5.25. Friendly Competition Abroad Participation

Participation in international friendly competitions is permitted only under the following conditions:

- Competitors shall have completed a minimum of 600 training hours.
- The partner country must be recognized as a high-performing nation in WorldSkills for the relevant skill.
- Approval shall be obtained from the Head of Skills and Director of Skills, with final authorization by the Director General.

These competitions shall be used strategically to test readiness against top global standards and strengthen international collaboration.

5.26. Procurement of Tools and Consumables

Procurement of tools and consumables shall follow a clear division of responsibility:

- International Competitions (GCC, WorldSkills Asia, WorldSkills) and Skills Training Hub: The ACTVET Skills Department, in partnership with the ACTVET Procurement Department, shall manage all procurement, ensuring compliance with standards, accurate allocation, and centralized tracking. All procured assets must undergo official registration and tagging before delivery to training locations, guaranteeing full accountability and traceability.



International Competitions (GCC, WorldSkills Asia, WorldSkills) and Skills Training Hub:

- National Competitions (Skills Challenge, EmiratesSkills): Procurement shall be managed by the respective School Campus in coordination with the IAT/ADVETI Procurement Department. School Management holds full custodial responsibility for the correct use, storage, and safeguarding of all allocated assets.
- Each school shall appoint a minimum of two Skills Champions selected from its top-performing students. These Champions will act as ambassadors, promoting the importance of skills training, inspiring peers to participate, and attracting more students to join. To motivate and reward their role, Skills Champions shall receive recognition and prizes after selection.



KEY PERFORMANCE INDICATORS (KPIs)

The following KPIs are established to ensure quality, accountability, and continuous improvement in Skills Training. Each KPI is assigned to a responsible party within the governance framework.



Objective: Enhance Competitors' skills by participating in International Competitions

Sr.	KPI Name	Definition	Target	Accountable
5.1.1	WorldSkills Medals	Total number of medals achieved by the UAE delegation at the WorldSkills Competition, held biennially	2026: 12 2028: 15 2030: 17	Director of Skills
5.1.2	WorldSkills Asia Medals	Total number of medals achieved by the UAE delegation at the WorldSkills Asia Competition, held biennially	2025: 14 2027: 15 2029: 17	Director of Skills
5.1.3	GCC Competition Medals	Percentage of medals achieved by the UAE delegation across all skills participated in at the GCC Skills Competition, held biennially	100%	Director of Skills
5.1.4	WorldSkills Rank	UAE Rank in the WorldSkills Competition (Average Point Score)	2026: 9 2028: 8 2030: 7	Director of Skills
5.1.5	WorldSkills Asia Rank	UAE Rank in the WorldSkills Asia Competition (Total Medal Points)	2025: 5 2027: 4 2029: 4	Director of Skills
5.1.6	GCCKills Rank	UAE Rank in the GCC Skills Competition (Total Medal Points)	1	Director of Skills
5.1.7	UAE International Trainees	Number of Trainees being prepared for International Competition per skill	3	Head of Skills Head of Competitions
5.1.8	UAE International Trainee Satisfaction	International Competitors' satisfaction rate with the training	90%	Head of Skills Head of Competitions
5.1.9	Friendly Competition	Number of Friendly Competitions with International Countries per skill	1	Head of Skills Head of Competitions
5.1.10	Friendly Competition Satisfaction	Satisfaction rate of the Friendly Competition Guests in the Friendly Competition hosted in the UAE	85%	Head of Skills Head of Competitions
5.1.11	Employment Rate	Percentage of WorldSkills Competitors securing employment or further education in their skill area within 6–12 months	80%	Head of Skills Head of Competitions
5.1.12	Partnership Engagement	Number of partnerships established and maintained with industry, academia, and sponsors to support training, internships, and competitions	5	Partnership Specialist

Objective: Enhance Competitors’ skills by participating in Local Competitions or Training Camps

Sr.	KPI Name	Definition	Target	Accountable
5.2.1	Number of Trainees	Number of Trainees per Skill in each Training Hub	10*	Head of Skills Trainers
5.2.2	Trainee Satisfaction Rate	Learner satisfaction rate with training quality, relevance, trainer engagement, and learning environment	85%	Trainers
5.2.4	Training Load of Trainers	Number of training load hours delivered per week by each trainer in the Training Hub	22 h a week*	Head of Skills
5.2.5	Trainee Classification for ESNC	Number of students qualified for the EmiratesSkills National Competition by each trainer in each Training Hub	1	Trainers
5.2.6	EmiratesSkills Competitors	Number of Competitors in the EmiratesSkills National Competition	2025: 500 2026: 510 2027: 530 2028: 540 2029: 560 2030: 570	Head of Competitions
5.2.7	ESNC Skills Category	Number of Skills in the Category in EmiratesSkills National Competition (ESNC)	2025: 28 (Increasing one skill per year)	Head of Competitions
5.2.8	EmiratesSkills Satisfaction Rate	Participants’ satisfaction rate with the EmiratesSkills National Competition (ESNC)	85%	Head of Competitions
5.2.9	Diversity & Inclusion	Percentage of external participants engaged in Skills initiatives	20%	Head of Skills Competitions Partnership Specialist

Note:
*: For Trainers assigned to develop External Projects (Skills Factory), the training workload might be reduced under the approval of the Director of Skills.

Objective: Skills Development of UAE Nationals benchmarked against World Standards in Skills.

Sr.	KPI Name	Definition	Target	Accountable
5.3.1	Number of Students in Skills Camp	Number of students participating in the Skills Camp Project (Summer and Winter)	2025: 130 (Increasing 15% each year)	Head of Skills
5.3.2	Number of Skills in Skills Camp	Learner satisfaction rate with training quality, relevance, trainer engagement, and learning environment	2025: 16 (Increasing 1 per year)	Head of Skills

At the beginning of each year, the Key Performance Indicator (KPI) targets will be reviewed by the Director of Skills, in partnership with the Strategic Department of ACTVET, and formally approved by the Director General to ensure alignment with national priorities and international benchmarks.

The annual KPI targets, once approved, shall be formally documented and released under the title ACTVET_Skills_KPIs_[Year]. This document outlines the departmental indicators and individual performance indicators assigned to each trainer, ensuring that personal accountability directly contributes to the overall achievement of the Skills Department's objectives.

The performance indicators assigned to each Trainer will be formally incorporated into their Annual Appraisal outcomes.





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