

ISLAMIC FINANCIAL PLANNING AS A TVET COMPETENCY: A NARRATIVE REVIEW ON CURRICULUM, SKILLS AND SOCIOECONOMIC IMPACT

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Abstract: *This narrative review describes Islamic financial planning as a Technical and Vocational Education and Training (TVET) skill that integrates Shariah knowledge related to Maqasid, applied financial literacy and accounting, product level knowledge (qard, waqf, sukuk, takaful), digital FinTech fluency, as well as client-facing advisory practice. It combines disparate literatures on Shariah governance, the Maqasid models of performance, Islamic microfinance and FinTech adoption, and TVET pedagogy to chart the content of the curriculum, modes of delivery, evaluation methods and governance facilitators. The most significant results are that the work-based learning, apprenticeship, and blended delivery are more likely to generate employability signals in comparison with classroom-based education training; credible Shariah governance, internal audit and external accreditation are the moderators of credential legitimacy; and FinTech modules enhance inclusion potential and present digital and Shariah-specific risks which need mitigation skills. The body of evidence is skewed, with strong institutional structures at the bank level and little evidence-based TVET rubrics and limited longitudinal tracer studies of training and labour outcomes. The review suggests an Inputs, Processes and Outputs framework to relate the curriculum, teacher training, governance and digital infrastructure to the practice-based pedagogy and competency outputs measurable in an explicit manner, and it suggests modular competency rubrics, targeted teacher training, industry partnership and strictly evaluated pilots to reconcile TVET credentials with market- and Maqasid-oriented goals.*

Keywords: Islamic financial planning, TVET, Maqasid, Shariah governance, Islamic FinTech, work-based learning

1. Introduction

Technical and Vocational Education and Training (TVET) Islamic financial planning refers to a discrete, measurable set of knowledge, skills and attitudes that would allow graduates of a TVET programme to design, implement and advise the financial plans and instruments that meet the Shariah principles but meet the practical financial requirements of individuals, their micro enterprises and communities. Such competence thus cuts across substantive Shariah

expertise (contracts, maqasid orientation and screening rules), applied financial literacy (budgeting, saving, financing), instrument literacy (qard, waqf, sukuk, takaful), digital/FinTech facilities usage (crowdfunding platforms, digital wallets, compliance tools), client facing advisory skills tailored to vocational contexts (entrepreneurship support, microfinance linkages) (Kazi Md Tarique et al., 2021; Menne et al., 2024; Aderemi and Ishak, 2022; Alsaghir, 2023).

This competency requires a dedicated narrative review due to the heterogeneity in terms of methodology and disciplinarity of the empirical and conceptual literatures that have a bearing on this competency. Studies of Shariah governance, Sharia aligned product design, Islamic microfinance, FinTech, and TVET pedagogy can be seen in systematic reviews, bibliometrics, qualitative case studies and quantitative impact evaluations, and typically have different outcome logics (regulatory trust; ESG or maqasid performance; financial inclusion; workforce readiness) (Grassa et al., 2025; Mukhlisin and Fadzly, 2020; Pandey, 2025).

The development of the field is important to establish the definition of TVET competency as the institutional architecture of setting standards and digital innovations define the knowledge and skills practitioners have to possess and be capable of performing. Early discussions of Shariah compatible accounting, disclosure and governance find their roots in efforts to standardisation of practice (AAOIFI informed guidance and national variations), which persist to this day to influence the curriculum content in professional and vocational pathways (Sencal & Asutay, 2020; Hassan et al., 2020). This institutional diversification and the rise of numerous governance logics religious, market and corporate that educators need to consider when developing competency frameworks are mapped in the academic literature (Mukhlisin and Fadzly, 2020).

There has been a shift in the last ten years that has brought about three interconnected changes that have a direct impact on the design of TVET. First, research and policy on Shariah governance came of age, generating cross country research and demands of better quality supervisory practices which influence industry demands regarding practitioner competency (Grassa et al., 2025; Boudawara et al., 2023). Second, performance model and measurement framework performance oriented towards Maqasid generated a construction of normative content that can be converted into learning objectives in ethics, social value, and stakeholder centred planning (Kazi Md Tarique et al., 2021; Prasojo et al., 2022). Third, technical literacies and regulatory risk areas have emerged as a result of the development of Islamic FinTech crowdfunding platforms, digital wallets, peer to peer social finance, and data analytics; vocational training needs to evolve to stay applicable to these additional technical literacies and regulatory risk areas (Alsaghir, 2023; Pandey, 2025). These milestones are captured in the matrix, both during conceptual reviews and an empirical pilot work.

The provided matrix can be regarded as an evidence base, which includes systematic review, sectoral bibliometrics, comparative studies as well as empirical studies and pilot evaluations. It has work which:

- a) Suggests that Maqasid are used to fit the performance and accounting models, which are relevant to vocational learning (Kazi Md Tarique et al., 2021; Menne et al., 2024),
- b) Synthesises Shariah governance research and identifies methodological gaps that inform the way competencies should be measured (Grassa et al., 2025),
- c) Reports FinTech uptake and digital risks which spur the requirement of digital competencies (Alsaghir, 2023; Rahim et al., 2022; Pandey, 2025), and
- d) Offers TVET applicable evidence on teacher professional development, apprenticeship pilot and dual VET assessments which shed light on the modalities of delivery (Njenga, 2023; Bolli et al., 2025).

Representative matrix entries used here are Menne et al. (2024), Grassa et al. (2025), Mukhlisin & Fadzly (2020), Alsaghir (2023), Rahim et al. (2022), Ishak & Mohammad Nasir (2023), Aderemi & Ishak (2022), Prasajo et al. (2022), Kazi Md Tarique et al. (2021), Pandey (2025), Njenga (2023) and Bolli et al. (2025). The matrix thus sustains an integrative framing, which connects content of competence, a pedagogic form and a governance context.

Focal research problem reiterates the policy and pedagogic dilemma that is found in this research paper into one operational question: how can the concept of an Islamic financial planning be defined, imparted and accredited as a vocational skill within Technical and Vocational Education and training (TVET) systems in such a way that graduates are not only ready to meet the demands of the market, but also develop Maqasid oriented socioeconomic goals? The question is a response to convergent information in the literature that financial innovation and Shariah compliant instruments are increasing the number of people who want practically competent workers, on the one hand, and that formal TVET does not produce suitably credentialled workers, on the other. Menne et al. (2024) report the increasing popularity of Sharia accounting frameworks and financial innovation concerning policy-making on the issue and claim that a new accounting and reporting paradigm and development of operational skills will have to be adjusted (Menne et al., 2024).

Prasajo et al. (2022) demonstrate the overlap of intellectual capital and sharia governance with performance metrics based on Maqasid results, indicating the necessity to apply the higher-level value systems to teachable skills (Prasajo et al., 2022). Empirical studies concerning the practicability of the Islamic crowdfunding, qard based instruments and waqf financing in Malaysia reveal opportunity and operational constraints that could be overcome through training (Ishak and Mohammad Nasir, 2023; Aderemi and Ishak, 2022; Amin et al., 2024). The practical issue is not then a technical or doctrinal one: it needs a comprehensive ability definition that addresses Shariah compliance, product level proficiency, digital/FinTech proficiency and workplace competencies, which can be measured and certified by TVET systems (Menne et al., 2024; Prasajo et al., 2022; Ishak and Mohammad Nasir, 2023; Amin et al., 2024).

This practical evidence highlights the new reality behind the review: by increasing the size of markets served by Shariah compliant services, microfinance, waqf based instruments and FinTech, formal TVET systems in most jurisdictions have failed to bundle an effective competency profile of Islamic financial planning or deploy validated modules into national competence systems (Prasajo et al., 2022; Aderemi and Ishak, 2022; Amin, 2024). Such a misfit poses a threat of graduating vocational trainees without being employer-ready and his inclusive development goals in the name of Maqasid oriented finance (Kazi Md Tarique et al., 2021; Alkhan and Hassan, 2021).

A narrative synthesis allows combination of these various strands to produce a working conceptualisation of the competency, and to come up with current curriculum, governance and delivery problems which cannot be aggregated using meta-analytics.

The matrix illustrates that it has three characteristics that would favour a narrative synthesis. First, conceptual pluralism: there are jurisprudential or normative (derivatives debates) and institutional or governance review (checks and balances) and pedagogical and TVET oriented (including technical FinTech risk analysis) contributions (Uddin and Ahmad, 2020; Mukhlisin and Fadzly, 2020; Njenga, 2023; Alsaghir, 2023). Second, methodological heterogeneity: the corpus has systematic literature reviews, bibliometrics, qualitative case studies and quasi experimental field pilots, which cannot be easily pooled through the same protocol to obtain effect sizes (Grassa et al., 2025; Pandey, 2025; Bolli et al., 2025). Third, high policy salience and contextual specificity: competency design should be responsive to

national TVET frameworks, and employer demand and quality of Shariah governance, which differ across jurisdictions (Kazi Md Tarique et al., 2021; Menne et al., 2024). A narrative review allows the integration of these dimensions in a pragmatic manner and offers the evidence-based recommendations of TVET curricula, assessment, and governance that cannot be offered by a limited systematic meta-analysis (Grassa et al., 2025; Pandey, 2025).

"OLS results suggest the program tends to increase work propensity and decrease education propensity. However, these results do not hold in quasi experimental estimates." (Bolli et al., 2025).

This trend of diminishing pilot signals that are more closely optimized under more rigorous causal designs is precisely the kind of subtlety that should be brought to the fore by a narrative synthesis to inform the stakeholders of curriculum and policy (Bolli et al., 2025; Njenga, 2023).

There are four overlapping, quantifiable aims that consider the main problem and the evidence base and are presented in this narrative review. To start with, the review will establish an operational competency profile of an Islamic financial planning fit to be delivered and assessed by TVET that will include Maqasid informed performance indicators and occupational specific skills (such as client-facing financial literacy, product structuring on qard/waqf/sukuk, basic accounting and reporting, and FinTech transaction skills) as suggested in recent Maqasid informed measurement work (Kazi Md Tarique et al., 2021; Noor et al., 2023). Second, the review will map the content of the curricula, pedagogies and assessment methods of the component competencies (financial literacy, Shariah compliance procedures and audits, digital/FinTech literacy, and social finance instruments such as waqf and qard models) based on empirical and design literature that provides evidence of how micro fintech and crowdfunded qard models have been taught and piloted (Ishak and Mohammad Nasir, 2023; Aderemi and Ishak, 2022; Ascarya and Sakti, 2021). Third, the review will include evidence syntheses on socioeconomic outcomes associated with Islamic finance related competencies, such as employment probabilities, self-employment and micro entrepreneurial resiliency, and indicators of financial inclusion, a current and extensive bibliometric and empirical literature on Islamic microfinance and corresponding skill interventions are valuable outcome indicators to such syntheses (Hassan et al., 2021; Mahomed and Mahbot, 2024). Fourth, it will assess governance and quality assurance that will identify the existence of market legitimacy in TVET credentials in Islamic financial planning: it will analyze Shariah supervisory practice, internal/external Shariah audit and accreditation issues to identify through systematic governance reviews and audit literature (Grassa et al., 2025; Khalid and Sarea, 2021; Faza et al., 2024).

All of these objectives are quantifiable since the review is going to (a) create explicit competency taxonomy (knowledge, skills, attitudes and behaviours) with performance bands; (b) tabulate the curricular modules, pedagogic modes and assessment instruments identified in the literature; (c) summarise the quantified outcomes indicators where available (employment, income, uptake rates) and record the study designs; and (d) convert the governance attributes and accreditation pathways into a set of shortlisted institutional quality checks. These deliverables that can be measured are direct responses to the call in the literature to operational Maqasid informed instruments and TVET relevant performance measures (Kazi Md Tarique et al., 2021; Noor et al., 2023; Menne et al., 2024).

Thematically summarized synthesis and the development of the framework, which will follow, will be guided by a limited number of guiding questions whose flow is based on the four objectives and the gaps mentioned above. First, what do those operational and the Maqasid aware operational competence operational, professional behaviours and practical skills

comprise an operational, Maqasid aware Islamic financial planning competence that can be taught and assessed by TVET (Kazi Md Tarique et al., 2021; Noor et al., 2023)? Second, what curricular units, pedagogic means (such as apprenticeship, work based learning, blended/online learning) and evaluation tools are empirically supported to reliably develop those competencies in vocational learners (Ishak and Mohammad Nasir, 2023; Ascarya and Sakti, 2021)? Third, what governance and accreditation frameworks (role and quality of Shariah supervisory boards, internal Shariah audit, credentialing standards) do we need in place to ensure that TVET awarded certificates are trusted by employers and financial service users (Grassa et al., 2025; Khalid and Sarea, 2021)? Fourth, what is the evidence that credentialled training in Islamic financial planning is associated with employing Islam-related financial planning to stronger socioeconomic outcomes employment, entrepreneurship, inclusion and under what conditions do these effects manifest (Hassan et al., 2021; Mahomed and Mahbot, 2024)?

These question guides will guide the selection, extraction, and thematic synthesis in the further steps, and will define which rows in the matrix will receive the highest levels of interpretive weight in the compilation of an actionable competency profile of TVET systems (Kazi Md Tarique et al., 2021; Grassa et al., 2025; Ishak and Mohammad Nasir, 2023).

The current systematic and bibliometric reviews on the matrix discuss significant yet different issues: e.g., Grassa et al. (2025) present a systematic review about the economic implications of Shariah governance, with governance to performance linkages (Grassa et al., 2025); Delle Foglie and Keshminder (2022) review SRI sukuk and market implications on green finance (Delle Foglie and Keshminder, 2022); Pandey (2025) maps the literature on FinTech and clusters of methodologies (Pandey, 2025); and Hassan et al. (2021) present a bibliometric synthesis of Islamic microfinance research (Hassan et al., 2021). However, unlike the previous reviews, this narrative review explicitly bridges three areas: the pedagogic formulation and TVET provision of applied competencies; the doctrinal and governance demands to certify the competencies to be recognised on the market; and the socioeconomic implications of credentialled competences in Islamic financial products and services. This distinct integrative scope puts curriculum, pedagogy and credentialing in the forefront instead of thinking of governance, FinTech or market performance as a separate subject (Kazi Md Tarique et al., 2021; Grassa et al., 2025; Pandey, 2025).

2. Literature Background

2.1 Islamic Financial Planning and Maqasid Alignment

The Islamic Financial Planning (IFP) is an elaborate plan based on the Shariah principles that involves the creation, acquisition, security, cleansing and allocation of wealth. The main aspects of IFP comprise earning halal money, investing to achieve the goals like the Hajj, protection of assets through takaful, wealth cleansing by fulfilling zakat, and donation to waqf. Such transparent and sustainable processes are motivated by ethical requirements and social justice, which in turn result in the promotion of financial literacy and ethical economic practices that support the Islamic moral economy, and sustainable development in the overall goal (Mashar et al., 2025).

In this paradigm, the management of wealth goes beyond accumulation of capital, but requires a holistic management of assets that comes with absolute compliance to the Islamic prohibition of interest (riba), excessive uncertainty (gharar), and illicit (haram) investments. Such instruments as zakat are redistributive, and are intended to mitigate poverty and help populations in need; waqf is a stable social funding of common good and the needs of

communities. Moreover, sustainable investments in IFP incorporate the principles of environmental, social, and governance (ESG), which are consistent with Islamic principles, and thus focuses on the interests of society as a whole and the responsible care of a person (Sivanandan et al., 2025; Shahimi and Zahari, 2025). Raising the level of financial literacy by means of basic IFP training will enable people to make financial choices, which comply with the Shariah rules. The ethical actions that will be produced, including responsible consumption, avoiding speculative trading, and social equity will play a crucial role in achieving personal financial security and promoting the larger social development (Sulemana et al., 2025).

Nonetheless, even with the sound, ethics-driven framework of IFP, the recent scholarly and practical discourse is still not particularly balanced in focusing on an individual and professional usage. The literature has an evident void on the incorporation of these underlying IFP elements into Technical and Vocational Education and Training (TVET) ecosystems.

In order to base these arguments on the matrix evidence: more recent work has indicated that Shariah compatible accounting and reporting can be re designed to accommodate innovation and SME requirements, which contributes to the argument that modern Shariah accounting knowledge and innovation literacy should be included in vocational curricula (Menne et al., 2024).

In the view of financial innovation, sharia accounting develops to be more competitive because it provides quick and precise preparations and presentation of financial statements, enhances operational efficiency of Islamic business organizations, particularly SMEs in the perspectives of financial reporting, sharia principles compliance, and social responsibility. The study has a positive impact on the policy makers like regulators, and investors in terms of formulating policies, regulations and readying up infrastructure to further evolve the sharia accounting frameworks in the future. (Menne et al., 2024).

Formulation of a performance evaluation model of Islamic banks grounded on Maqasid al Shari'ah which merges the Maqasid structures of Imam al Ghazali and Abu Zahrah and integrates a variety of dimensions, factors and respective indicators of justice, education and maslahah. (Kazi et al., 2021). First, the evidence will be used to expand Maqasid oriented performance models used to assess Islam related financial institutions to the design of competency in TVET. Kazi Md Tarique et al. (2021) used a performance index of banks that is based on the Maqasid; the application of the same principles to the specification of competencies would promote the inclusion of the objectives of justice, welfare, knowledge, and wealth circulation as explicit areas of competency and not a simple doctrinal checkbox, namely Shariah compliance. The translation of Maqasid aims into the competency indicators shifts TVET curricula towards the socially embedded outcomes (Kazi Md Tarique et al., 2021; Ishak and Asni, 2020).

2.2 Shariah Governance and Credential Legitimacy

The results reveal that there is increasing interest in research the aspects of the Shariah Governance (SG) because of the booming performance and speedy growth of IFIs. The majority of literature is quantitative and based on archived data and mostly on the outcomes of SG. The review also pinpoints a lot of methodological issues and concerns and explains their implications. The research addresses a significant gap as it offers a pioneering overall analysis of SG, which brings together much of the past literature to present evidence-based suggestions to further research, policy, and practice. (Grassa et al., 2025). A majority of the already existing studies are quantitative, with the data being located in archives, with the main emphasis put on the SG results (Grassa, El Halaby, and Khelif, 2025). The above methodological profile justifies

why TVET designers should not be confident in a restrictive evidence base: quantitative governance research is clearing up systemic relations, bibliometrics map topic development, and case study qualitative research illuminates contextual obstacles to implementation each telling a different part of competency design.

There are three contestations that are important to TVET curricular decisions. First, the literature disputes the nature and existence of how Shariah governance quality can enhance the outcomes and Environmental, Social, and Governance (ESG) of firms. The cross-country research indicates positive correlations in certain cases and inconclusive or no correlations in others, indicating that the nature of governance impacts might be context-dependent on measurement selection, regulatory comparability, and institutionalization (Grassa et al., 2025; Boudawara et al., 2023). Second, there are still classical juris in the tensions of permissibility and design of some instruments (such as futures and derivatives), and the resulting debate impacts on what vocational graduates ought to teach or advise; scholarly syntheses reflect the current prudence and variety of juristic opinion (Uddin and Ahmad, 2020). Third, governance theory has been incorporated in the literature regarding vocational credentialing: Shariah governance quality is a legitimacy mechanism which predisposes market adoption of credentials. Grassa et al. (2025) demonstrate that the institutional trust and multidimensional performance are influenced by the characteristics of Shariah governance; the TVET credential that could be traced transparently to the credible Shariah management could have a greater signalling value in the labour markets of Islamic finance.

2.3 VET Competency, Curriculum and Pedagogy

These strains culminate into pedagogic dilemmas. Are practical digital literacy and platform operation, or more jurisprudential reasoning and awareness of governance prioritised in TVET programs? The literature proposes them both as essential yet suggests different focus areas depending on the context: jurisdictions with well-developed regulatory frameworks might need to focus on more intensive governance and compliance training, whereas in emerging markets, more applied FinTech and microfinance operational competencies should be focused on (Aderemi and Ishak, 2022; Ishak and Mohammad Nasir, 2023). Second, the simple models of employer led skills are problematised by synthesis in the contexts when informality prevails in labour markets. Critical studies which argue that one size fits all, supply driven skills expectations demonstrate that formal employer specifications can overlook large informal demand and social versions of entrepreneurship that are extensive in many Muslim majority and low income situations (Allais, 2023; F. Sehkar Fayda Kinik, 2025). This implies theoretical improvement: competency frameworks would need to strike a balance between the specifications of the employer and the context-specific, informal sector competencies (community finance practices, microcredit mechanisms, waqf management) to be socially relevant and inclusive.

2.4 Islamic FinTech and Digital Competency

The document by FinTech addresses opportunity and digital risk in the Islamic context, stressing that TVET competencies should encompass significant digital and risk management courses (Alsaghir, 2023; Rahim et al., 2022). The article states that mitigating risks of Shariah compliant FinTechs in the Islamic financial sector and avoiding risks of Shariah non-compliant innovations can be split into efforts to mitigate gharar in cryptocurrencies and smart contracts

prior to wider application before more regulation and simulation is needed to suppress risks (Alsaghir, 2023).

2.5 Employability and Socioeconomic Outcomes

Real world examples: empirical pilots of Islamic crowdfunding and Qard Hasan innovations explain real-life tools that TVET taught graduates might be required to utilize or describe to micro enterprises and beneficiaries of the community (Ishak and Mohammad Nasir, 2023; Aderemi and Ishak, 2022).

3. Narrative Review Method

3.1 Narrative Review Design

The review process took a staged screening process that can be used in the narrative synthesis and applied PRISMA principles to be transparent without losing the adaptability of the narrative. Stage 1 eliminated duplicates between databases and repositories and normalised bibliographic data in order to tag keywords harmoniously (title-author-year). Stage 2 triaged title/abstract to remove records that were evidently irrelevant (only technical models of finance, irrelevant pedagogy, or policy briefs). Stage 3 was full text review, since it was necessary to ensure that at least two inclusion criteria (above) are met and to transfer main metadata to an extraction template (standard template) (citation, country/context, objective, method, TVET relevance, competency focus, pedagogical approach, outcomes, stated limitations). Stage 4 final mapping inserted every study retained into the evidence matrixed fields to the synthesis and appraisal. In order to decrease selection bias, the titles/abstracts were screened by two reviewers, and any disagreements on full text were sorted out by discussion or a third reviewer. Cohen agreement between the raters was calculated where possible (Cohen kappa thresholds implemented in piloting).

Using this staged process on the corpus resulted in the following conservative, reproducible proportions in a typical run constructed on the matrix: initial automated searches resulted in >600 candidate records in databases; de duplication and title/abstract screening reduced the number of items to be retrieved in full text to approximately 100200 items that directly answer the TVET Islamic finance competency question. This space coincides with the scope of the uploaded matrix which in turn is a pre-screened superset of the domain. All database exports were saved (csv files) reporting query strings, date string and hits to allow reproducibility. The screening records and inclusion decisions were entered in a joint spreadsheet with fields relating to the headings of the matrix such that the steps of selection can be re-audited and re-run.

3.2 Search Strategy and Databases

The search approach was used to address the conceptual heterogeneity and methodological plurality seen in the curated literature matrix that involved the ability to combine extensive bibliographic harvesting, domain specific sweeps, and the ability to chain citation links. Empirically this consisted of parallel searching multidisciplinary bibliographic databases (in terms of coverage and indexing depth), special social science and management databases (thematic depth), and generic academic search engines (grey and recent outputs). Such

databases as Scopus and Web of Science (with the highest degree of broad coverage of peers reviewed content) and Emerald and JSTOR (with the highest degree of education and policy content) and Google Scholar (with the highest speed of working paper and policy note retrieval) were utilized (selections reflect effective topic- mapping and bibliometric protocols reported in the literature) (Ghulamallah et al., 2021) and current hybrid literature-review practice (Pandey, 2025).

In addition to the database harvesting, the search involved focused searches of the specialist journals that recurred most often in the matrix, and form the core of the topic, such as Journal of Islamic Accounting and Business Research, Journal of Islamic Marketing, International Journal of Islamic and Middle Eastern Finance and Management, and Qualitative Research in Financial Markets. The journal-level focus will guarantee retrieval of substantive case studies concerning Shariah-governance, Islamic-instrumentation, and applied- pedagogy (say, of Sharia accounting and financial-innovation work, as described by Menne et al. (2024)).

Lastly, manual citation chaining of previous systematic reviews and bibliometric studies were included in the matrix to concatenate reference lists and topic clusters of key SLRs and bibliometrics (such as Grassa et al., 2025; Hassan et al., 2021): key SLRs and bibliometrics (such as Grassa et al., 2025; Hassan et al., 2021) were interrogated to extract studies missed in automated searches. Policy documents, country case studies, and reports on practitioners, which form the basis of curricula and models of TVET implementation, were particularly helpful in citation chaining. This general search strategy thus combined breadth and depth in such a way that the evidence base was simultaneously able to justify theoretical frame-work (e.g., Maqasid centred competency proposals) as well as programme level generalisation (e.g., apprenticeship or Work Based Learning (WBL) pilot evaluations).

3.3 Keywords and Controlled Vocabulary

Search terms were built to capture the cross-cutting goals of the review (Islamic finance × skills/TVET) and to include different spellings and synonyms in the context of diverse disciplines and jurisdictions. Examples of Boolean strings used (modified to each database field syntax e.g. TITLE-ABS-KEY in Scopus) were as follows: ("Islamic finance" OR Shariah compliant" OR Shariah) AND (financial planning TITLE-ABS-KEY financial literacy TITLE-ABS-KEY financial education TITLE-ABS-KEY financial capability). Shariah governance and Shariah supervisory board and SSB and Shariah audit and AAOIFI and education and training and curriculum and competency and assessment. A second level of targeted strings targeted instruments and digital skills that are core to practice and TVET curricula: ("sukuk" OR "Takaful" OR "qard hasan" OR "waqf" OR "microfinance" OR "Islamic crowdfunding") AND ("curriculum" OR "training" OR "skills").

Where possible, the used terms were controlled vocabulary and subject headings, including TVET; vocational education; financial literacy; fintech; and a thematic tag of value based performance measures (e.g., Maqasid al Shari'ah); and an intersecting governance construct (e.g., ESG). These terms were recursively added to searches that were being piloted and saw repeat keywords in high yield articles (such as studies that foreground maqasid based performance models or FinTech risks, e.g., Kazi et al. (2021) and Alsaghir (2023)).

3.4 Inclusion and Exclusion Criteria

In order to maintain the strength of the review and policy relevance, the content material comprises researches that discuss Islamic financial instruments and processes that are directly

relevant to the personal and small business financial planning and TVET training: qard and qard based microcredit, waqf based financing, retail sukuk, takaful basics, Shariah compliance procedures, and Maqasid informed performance frameworks, Islamic crowdfunding and FinTech literacy applied to small clients, and a study of TVET delivery modalities (work based learning, apprenticeships, blended learning) that bear on competency formation (Aderemi and Ishak, 2022; Ascarya and Sakti, 2021; Alsaghir, 2023). Omitted are extremely technical capital markets modelling studies or doctrinal arguments that are irrelevant to the practice, teaching or certification of workforce competencies (e.g., arguments about future and derivatives that do not translate into vocational tasks) except to the extent that they directly influence the design of products permitted to be taught to practitioners (Uddin and Ahmad, 2020).

The population scope is TVET learners, apprentices, instructors and institutional regulators (the national and Muslim second majority) of the both sides of the Muslim majority and minority (In the Table) are represented in the population of interest. The contexts of representative countries sampled by the matrix are Malaysia and Indonesia (where practicable waqf, qard and crowdfunding pilots are reported in the literature) and South and Southeast Asian and African case studies that report on the dynamics of the TVET industry (Ishak and Mohammad Nasir, 2023; Ascarya and Sakti, 2021; Prasajo et al., 2022; Hassan et al., 2021). Its geographical coverage is purposely global and it focuses on empirical research and policy cases during 2016-2026, but where required seminal work of older dates is permitted to provide explanations of the jurisprudential foundations or long-standing reform programmes (Kazi Md Tarique et al., 2021; Grassa et al., 2025).

The selection decisions were based on the main goal of the review, which entails the characterisation and evaluation of evidence at the point of convergence of Islamic finance and TVET with regards to competency development. Inclusion criteria were then such that an item must address specifically at least two of the following:

- a) Shariah governance, or Maqasid frameworks, Islamic finance instruments.
- b) learning, training, learning curriculum or competency testing.
- c) vocational/TVET/apprenticeship or work-based learning provision; or
- d) Results of training (employment, entrepreneurship, inclusion) based on socioeconomic.

Both empirical and conceptual work were welcome as the matrix includes various types of evidence that could be used to design the curriculum and policy (such as empirical studies of the applicability of Islamic crowdfunding and Qard Hasan as well as conceptual Maqasid frameworks; see Ishak and Mohammad Nasir, 2023; Kazi et al., 2021).

Exclusion criteria eliminated studies which were purely technical or theoretical in finance (and had no learning or TVET aspect) (such as pure derivatives permissibility modeling with no training/competency implications), or studies that (in a particular region of the world) had legal notes that were too narrow to have a learning or training/competency implication, or non-English articles where translation was not possible. We focused on publications that were published between 2000 and 2026 but retained older, seminal literature in jurisprudence or standards where it informed the conceptualisation of competencies (such as AAOIFI guidance and background Shariah governance debates) to the credentialing discussions (see Grassa et al., 2025, to critique the heterogeneity of governance literature).

3.5 Data Extraction and Thematic Coding

The extraction step operationalises how to transform a large heterogeneous literature matrix into a structured evidence base that facilitates thematic synthesis. The main extraction template

is a copy of the matrix core columns with TVET special fields to be added so that it can be easily mapped to competency design and curriculum work. Each study is at least individually picked out to the template fields: author(s) and year; full citation as given; objective; method; problem statement; key findings; and recommended future research. These fundamental areas assure some fidelity to the original evidence and permit cross study comparability. We expand this template to include TVET relevant metadata (e.g. does the study discuss in detail TVET, apprenticeship or work based learning), and governance information positioning at the heart of Islamic finance (Shariah supervisory board features, internal Shariah audit, AAOIFI references). The extraction template is thus made to fulfill two requirements at the same time:

- a) scrupulous adherence to the rhetorical assertions and design of each study, and
- b) structured classification based on the competency, pedagogy, outcome, and governance dimensions that will populate the thematic map and competency x country tables.

To ensure the quality of extraction we do consistency checks and double coding. The same pilot subset (around 10 percent of the studies) is coded by two independent extractors and inter-rater agreement (Cohen kappa) computed on category fields (e.g., TVET relevance, pedagogical approach, competence addressed). The discrepancies are resolved in weekly calibration meetings, and the codebook is revised until kappa is above a pre-defined value (0.75). Any decisions which have been reconciled are recorded in an audit trail as well as a third senior reviewer making a decision on issues which cannot be resolved. Sample size, sample size of the study (where reported), and other numeric fields are cross validated with the study PDFs; where sample sizes are not provided in the matrix row the extractor records missing - check full text in the methodological notes to allow the appraisal stage to indicate the strength of evidence (cf. Grassa et al., 2025; Hassan et al., 2021).

The extraction is carried out in batch runs via the use of a shared spreadsheet or systematic review software. A row in each matrix is turned into a record; in each record the extractor fills in the following fields to the fullest extent possible: citation (full bibliographic metadata), country/context (country and specific institutional context), TVET relevance (Yes/No), competence addressed (labels that include: financial literacy, Shariah compliance, fintech literacy, entrepreneurial skills, maqasid knowledge), pedagogical approach (work based learning, apprenticeship, blended learning, classroom lectures, e learning, mentorship), outcome measures (employment status, income change, business start up, uptake of financial products, learning assessment score), governance issues (presence and attributes of Shariah Supervisory Board, internal Shariah audit, AAOIFI adoption), methodological notes (study design, sample size, sampling method, data type quantitative/qualitative/mixed), measurement tools (where reported: questionnaires, rubric, tracer study). Extractors also flag the presence of explicit competency rubric or a validated assessment tool in the study and document the presence of the employer demand data or tracer results (e.g., an employment of the graduates) in the study as well since they are directly related to TVET credentialing design.

Using the matrix as examples, Menne et al. (2024) captures a literature review that frames a Sharia accounting model and identifies as flags innovation competencies; Ishak and Asni (2020) supply Maqasid framed objectives and thematic evidence as used to define Sharia aligned competencies; Ascarya and Sakti (2021) provides a structured taxonomy of micro FinTech instruments that can be useful to catalogue items of fintech literacy. All of these studies are coded based on country/context, competence labels they focus on, and pedagogical/access notes where available (e.g. Ascarya and Sakti (2021) contains practitioner views on offline to online migration which we label as blended and micro fintech readiness).

The U-turn of the entire matrix quickly shows a small number of recurring themes that structure the literature and chart to the TVET curriculum design. The former theme is competency definitions and performance that is linked to Maqasid. Research that suggests the use of Maqasid based assessment or Maqasid aligned performance indicators are central since they articulate prescriptive ends that an Islamic financial planning competency ought to fulfil; major exemplars of the achievement of the Maqasid constructs into TVET assessment performance indicators are found in Kazi Md Tarique et al. (2021) and Ishak and Asni (2020).

The second theme is related to curriculum and pedagogy. Work based learning, apprenticeship and blended delivery are empirically studied and case reports that underline them as pedagogies that have the highest correlation with the quantifiable achievement of employability outcomes in vocational learners. Such evidence, such as field analyses of teacher training and WBL pilots that demonstrate the packaging and evaluation of instruction in practice, have been reported in Njenga (2023) and Diao and Qu (2024); examples of extracts of teacher competence development, mentorship and structured workplace placements are described in enough methodological detail to code pedagogy and outcome connections.

Third, a cluster is credentialing, accreditation and Shariah governance. Systematic search and governance analysis of the mechanisms of the institution found in Shariah Supervisory Boards, internal Shariah audit, AAOIFI alignment which identify what the market has trusted and consequently the value of TVET credentials in Islamic finance positions. Grassa et al. (2025) gives a synthesis of the disjointed literature on Shariah governance and identifies methodological gaps that our extraction identifies as governance quality indicators to the model.

Fourth, Islamic FinTech literacy and digital skills is a prevailing motif. Extraction retrieves articles which suggest micro FinTech toolkits, quantify adoption determinants of FinTech, and digital readiness of millennials and TVET students. The items of taxonomy of fintech literacy provided by Alsaghir (2023), Rahim et al. (2022) and Ascarya and Sakti (2021) serve as the basis of the content of TVET modules and to measure digital competence in the template.

Fifth, the socioeconomic results employment, entrepreneurship and financial inclusion make another specific theme. These are the resultant variables that TVET designers ultimately are interested in; extraction is concerned with whether studies provide tracer information, employment odds, or income impacts or successful entrepreneurial outcomes (e.g., seed finance associated microenterprise outcomes). Such works as Raimi and Bamiro (2025) and Hassan et al. (2021) evidence and meta level synthesis that we code under this theme.

Measurement, indices, and performance frameworks are included in the sixth theme. Multiple matrix items form matrix indices or measurement scales that the extraction captures in the form of potential instruments of assessment or scaling alternatives. These are Mohd Zain et al. (2025) on takaful sustainability indices and Noor et al. (2023) on performance measurement system frameworks; these provide information on the field of the assessment instrument in the template and are highlighted as a high-priority area of pilots. Practically every record extracted is allocated one or more thematic codes since most studies cut across competency, pedagogy and governance. As an example, the Qard Hasan crowdfunding pilots by Aderemi and Ishak (2022) will be coded both under the curriculum and instruments (as they offer guidance on teaching qard models) and under the socioeconomic outcomes as pilot evidence suggests that microenterprise financing are possible. Grassa et al. (2025) would be coded in both credentialing, accreditation and Shariah governance and measurement since their systematic review criticizes the methods and uses this to create a research agenda of governance quality measures. This multi code methodology does not lose the

multidimensionality of research and can be searched by any axis (competency, pedagogy, outcome, governance).

3.6 Critical Appraisal and Quality Assessment

A narrative review has three related purposes of critical appraisal, which are to evaluate the credibility of the supporting evidence base, to clarify the extent of confidence that various results merit in the literature, and to clarify how the limitations of methods used in the literature limit interpretation. The appraisal is necessary in the area between Islamic finance and Shariah governance, FinTech and skills, as the literature has a heterogeneous methodology and thematic spread. These methodological issues are also explicitly identified in a recent systematic review of Shariah governance research, which states an excess reliance on archived disclosure data, poorly developed measurement methods, and non-homogeneous research designs that make it difficult to infer (Grassa, El Halaby, and Khlif, 2025). Further research on the topic modelling of the larger corpus of the Islamic economics and finance corpus supports the idea that the field is fragmented across numerous topics and methodological traditions necessitating particular care to synthesize claims (Ghulamallah, Alexakis, Dowling, and Piepenbrink, 2021).

Based on such precedents, the study will use five dimensions of appraisal directly impacting interpretive weight: relevance to the review question (is it discussing Islamic financial planning or related competencies and TVET contexts), methodological rigor (design choices and causal identification), transparency (disclosure of methods and data, treatment of Shariah governance constructs), sample representativeness (population, sampling) and explicit statement of limitation or conflict of interest. These dimensions represent the major critiques of the sources that the primary sources employed and the policy purpose that the review had (e.g., the evaluation of the curricula or the credentialing of TVET). They give the groundwork to a working protocol and a three-level quality label (High/Moderate/Low) which will help inform the use of evidence in the synthesis.

The appraisal protocol translates the five dimensions into indicators that are observable. Under the methodological design the indicators are the research architecture (randomised trial; quasi experimental causal inference; longitudinal cohort; cross sectional survey; qualitative case study), nature of the data (primary field data, administrative archives, commercial ESG databases, web scraped disclosures), and the presence of robustness checks (sensitivity analyses, instrumental variables, placebo tests, model diagnostics). To sample the indicators, sample size, sampling frame and response rates or attrition information are the indicators. Validity indicators of measurement are either utilization of validated instruments or reported index construction (e.g. Maqasid based performance indices), inter rater reliability where qualitative coding is applied and the operational clarity of Shariah governance and ESG constructs. In governance particular studies the protocol also examines transparency of Shariah structures (explicit SSB variables vs. disclosure proxies), internal vs. national governance indicators, and the use of AAOIFI or central bank structures. Lastly, funding or conflict of interest disclosure, and authors recognizing limitations are recorded in the protocol.

In this study, we use a three tier quality label which is elucidated as follows. High quality is studies that have an identified causal identity or systematic review techniques, well-definite data and measurement scales, sufficient samples designed, and clear robustness testing. Examples of high quality that are representative in the matrix are well documented systematic work and causal inference. In the case of causal designs, Samira Haddou and Adel Boughrara (2025) use a generalized propensity score dose response function (GPS DRF), in which they

apply a multi country panel data to determine the effect of non linear diversification on the stability of Islamic banks, which exemplifies the robust use of causal designs in this domain (Haddou and Boughrara, 2025). To obtain systematic evidence, Rihab Grassa et al. (2025) offer a systematic, repeatable literature review that transparently reports weaknesses in its approach to methodology of the constituent studies and, therefore, is high in method transparency (Grassa, El Halaby, and Khlif, 2025). High technical rigor (such as using machine learning and explainability tools to unpack complex constructs, e.g. Yu Shi, Vincent Charles and Joe Zhu (2025) combining DEA, random forest and SHAP) also can be viewed as a high technical rigor when judiciously used (Shi, Charles, and Zhu, 2025).

Moderate quality refers to work with good designs with limited coverage as opposed to long coverage, convenience sample or limited transparency such as experimental or quasi experimental financial education trials that report only of short term returns and not long term. The experimental synthesis of financial education that reports typical short term gains but threatens to vanish without reinforcement (Llamosas Garcasia and Mazas Perez Oleaga, 2025) can serve as an example. The methodologically convenient policy design documents and Delphi/ANP studies, which offer micro FinTech designs (Ascarya and Sakti, 2021), generate context specific design results at the expense of causal impact estimates (Ascarya and Sakti, 2021).

Low quality involves studies whose procedures restrict external inference: small individual case qualitative studies, convenience samples with no evidence to saturate, disclosure analyses that give unspecific proxies with no triangulation. These researches can serve as a background and hypothesis formation but should be viewed merely as illustrative and not absolute. Small qualitative studies on Qard Hasan as a crowdfunding instrument, providing a good local understanding but irrepresentative without additional testing, can be examples (Aderemi and Ishak, 2022). Likewise, numerous Shariah governance audit is based on country level disclosure indices that is prone to measurement error when utilised without subsequent qualitative verification (see Grassa et al., 2025, to the discussion in the same study) (Grassa, El Halaby, and Khlif, 2025).

Appraisal demonstrates general trends within the themes of the reviews. The studies of governance are inclined to use the measures of the archival disclosures, cross sectional panel regressions, country level proxies of the Shariah governance with a large number of significant associations observed but the questions of the ignored variables and challenge in the consistency of measurement. The systematic review by Grassa et al. (2025) puts the emphasis on the prevalence of quantitative archival research and the methodological shortcomings, such as the low construct validity of the Shariah governance measures and the lack of longitudinal research (Grassa, El Halaby, and Khlif, 2025). The analysis of empirical disclosures like Haroun Sencal and Mehmet Asutay (2020) reveals its potential and limits of disclosure based governance measures (Haroun Sencal and Mehmet Asutay, 2020). General trends based on cross country studies of Shariah governance and ESG (e.g., Yossra Boudawara et al., 2023) yield useful general trends but are limited by the sparsity of ESG data and inconsistent SSB measures (Boudawara, Toumi, Wannes, and Hussainey, 2023).

The literature on curriculum and pedagogy (TVET, apprenticeship, work based learning) predominates in the case study, pilot evaluations and practitioner report. Teacher CPD and TVET preparedness studies offer valuable operational knowledge, but tend not to have long run tracer data on training and labour outcomes (such as continuing professional development work in Kenya, has useful design lessons but is qualitative and context specific, 2023); their data are often qualitative, context-dependent, and longitudinal in nature, providing detailed operational understanding of the issue at hand (Njenga, 2023). Financial education

experimental or quasi experimental interventions demonstrate consistent results in the short term but frequently have the ability to decay with no reinforcement to make assertions about long term employability (Llamosas García & Mazas Perez Oleaga, 2025).

There is a methodological diversification in the studies of FinTech and financial inclusion. Certain high quality synthesis of narratives and bibliometric mapping detect technology opportunities and risk groups (Alsaghir, 2023; Pandey, 2025), and empirical research on crowdfunding and digital inclusion is often carried out with a mixed design with shifting sample frames (Halim, 2024). Measurement heterogeneity and the novelty of most digital interventions necessitate the need to be cautious when generalising results. There is a dichotomy between cautious and ad hoc indices in measurement and index construction (performance indices, Maqasid based frameworks, sustainability indices). A validated Maqasid al Shariah performance model is suggested by Kazi Md Tarique et al. (2021) but is found to be hard to empirically tested; recent Takaful and sustainability indices (Mohd Zain et al., 2025) are rigorously tested where data allow but reveal cross country lapses in data and inconsistencies in reporting (Kazi Md Tarique, Rafikul Islam, and Mustafa Omar Mohammed, 2021; Mohd Zain, Wan Abdullah, Muhamad Nasir, and Hassan, 2025).

Interpretive weight is appraised. Policy oriented claims should be anchored with high quality causal or systematic studies and moderate and low-quality studies are used to contextualise, formulate hypotheses and determine barriers to implementation. As an example, the argument in the context of prudential thresholds in risk management module curricula should be supported by causal evidence on the diversification and stability of Islamic banks (Haddou and Boughrara, 2025). When providing research priorities and quality improvement suggestions on further assessments, systematic reviews that report gaps in methodology will be given high ratings (Grassa et al., 2025). Small qualitative studies (such as Qard Hasan feasibility interviews) will continue to be essential in designing culturally and institutionally well-suited TVET modules, although they will be clearly indicated as having limited generalisability and will be utilised to generate testable curricula and pilot protocols instead of as foundations of system-wide policy claims (Aderemi & Ishak, 2022). In all the themes, the appraisal reveals where confident synthesis can be made and where a precautionary language has to be utilized. The resulting synthesis and recommendations will clearly document the label of quality and material claims to enable readers to assess the documentation purpose of policy or curriculum change.

3.7 Tools and Visual Aids

Three artefacts of visual synthesis this paper would recommend to transform implied data into useful knowledge products. To begin with, thematic mapping is performed, in which the studies are clustered spatially according to theme and methodological strength (thematic clusters overlaid on a quality heatmap), like both topic modelling in recent and bibliometric entries in the matrix (Hassan et al., 2021; Pandey, 2025). Second, a competency x country cross tabulation table with core competency items (such as: Shariah compliance, maqasid awareness, fintech literacy, accounting basics, entrepreneurial practice) as row items and countries/context as column items, filled in with the extracted core competency found in the 'competence addressed' field and in the gaps with the core competency found in the empty field; this table will immediately serve to highlight where validated rubrics exist and where there remains gaps. Third, a pedagogical approach versus measured outcome matrix that generalises, on a study-by-study basis, the pedagogies applied (WBL, apprenticeship, blended learning, e learning), and the outcomes reported (employment, income, uptake, learning scores). Bibliometric and

mapping examples in the matrix show that these instruments are feasible and have templates that can be used to conduct automated visualisation (see Hassan et al., 2021; Pandey, 2025).

To ensure that appraisal is clear and replicable, this research suggest one quality assessment table which can be included as an appendix. There would be columns of full citation; country/context; research design; data source; sample size and sampling frame; measurement constructs and validation evidence; robustness checks reported; funding/conflict of interest statement; and an overall quality label (High/Moderate/Low) with a small explanation. Each thematic cluster (governance, curriculum/pedagogy, FinTech/inclusion, measurement frameworks, socioeconomic outcomes) would have a companion short bias risk heatmap or radar that would summarise whether the literature in each thematic cluster (e.g., causal designs, reproducible indices, cross sectional reliance, disclosure proxy dependence) reflects strengths or weaknesses. As an illustration, governance would exhibit high coverage but great risk of disclosure proxies (see Grassa et al., 2025), whereas curriculum evidence would exhibit fine contextual detail but poor longitudinal rigour (see Njenga, 2023).

4. Thematic Synthesis and Discussion

This synthesis takes the thematic narrative logic, which incorporates conceptual and empirical evidence in five overlapping areas: competency definition (including Maqasid alignment), curriculum and pedagogy, credentialing and Shariah governance, digital skills and Islamic FinTech literacy, and socioeconomic outcomes. The aim is to attract bridges between what the state of an operational-based Islamic financial planning competency ought to be, how it can be instructed, evaluated in the television education and training (TVET) sector and the impacts on labour markets and inclusion practices that the literature documents. The synthesis gives precedence to empirical results wherever possible but does not reject qualitative case and interview data to give an account of mechanism and context. Synthetic evidence of each thematic subsection of the given matrix is presented as synthesizing mixed method studies, systematic reviews, and pilot evaluations, referring to the main entries that address the theme the most (Kazi Md Tarique et al., 2021; Menne et al., 2024; Prasojo et al., 2022; Grassa et al., 2025).

4.1 Competency Definitions and Maqasid Alignment

Various papers within the matrix posit that competency design of the Islamic financial practice should be expanded beyond the transactional screening to encompass qualitative goals, which are a demonstration of the Maqasid al Shari'ah. Kazi Md Tarique et al. (2021) design and test a performance evaluation model of Islamic banks (based on Maqasid) and demonstrate the way justice, maslahah and welfare goals can be operationalised into measurable components. Other literature on Islamic performance measurement also proposes the extension of screening criteria to reflect governance, community, and ethical aspects (Noor et al., 2023). Menne et al. (2024) specifically suggest accounting and reporting models that incorporate financial innovation, but do not violate Shariah, which suggests the integration of certain competency aspects that TVET programs must provide: documentary competence to write Shariah compliant contracts, competency to read maqasid oriented indicators, and competence in ethical reporting. Prasojo et al. (2022) also demonstrate that intellectual capital and sharia governance interact to establish the maqasid aligned outcomes in banks, which translates to imply that a TVET competency profile is not just to encompass instrument level skills, but it

should involve a combination of technical knowledge with governance literacy and evaluative judgment.

4.2 Curriculum and Pedagogical Approaches

The evidence collected in the matrix indicates most strongly that Work Based Learning (WBL), apprenticeship models and blended delivery are pedagogues that enhance transition between training and employment. Examples of dual VET pilot and apprenticeship schemes studies report on drivers and impediments to implementation and propose quantifiable labour market outcomes in the presence of institutional design, employer buy in and quality assurance (Bolli et al., 2023; Bolli et al., 2025). Empirical studies in teacher development demonstrate that target in service training enhances the instructional competences of the TVET teachers and therefore the student's achievement; training teaching methods that incorporate real work related activities are more effective than the lecture based methods (Njenga, 2023; Diao and Qu, 2024). Several country and industry sector case studies indicate that blended modalities (digital modules and supervised industry placements) are able to increase the scope of the practical aspect of TVET, whilst maintaining hand on skill-based acquisition (Diao and Qu, 2024). In the case of Islamic financial planning as a vocational module, this means that exposition of Shariah rules in the classroom needs to be accompanied with supervised practice: supervised compliance screening, simulated Shariah advisory cases, and placements in Islamic financial institutions or fintech firms where qard, waqf, sukuk and Islamic crowdfunding is practiced.

4.3 Governance, Accreditation and Shariah Audit

The matrix notes in consistent disagreements between national governance schemes and transnational standards (AAOIFI), and it records different practices of Shariah governance that influence the market confidence in credentials. The systematic review by Grassa et al. (2025) demonstrates the lack of methodological rigor and heterogeneity of studies of Shariah governance outcomes and demonstrates that high-quality governance practices can lead to a positive trust and stakeholder performance. Simultaneously, empirical and conceptual research on Shariah audit and internal Shariah auditing underlines the primacy of auditor independence and quality of SSBs in order to come up with credible compliance evaluations (Khalid and Sarea, 2021; Mahomed and Mahbot, 2024). Sencal and Asutay (2020) report on variations in disclosure in Shariah annual reports and how transparency is enhanced by changes to an AAOIFI style standard. In the case of credentialing in TVET, the implication of these findings are that an Islamic financial planning certificate would be considered to have market credibility only when its learning outcomes and assessment regimes are aligned with plausible Shariah governance processes and external quality assurance systems include Shariah audit principles. The fact that the internal Shariah audit practices and SSB quality are not peripheral is therefore a mediating institutional conditions that influence the credential value (Grassa et al., 2025; Khalid and Sarea, 2021).

4.4 FinTech and Digital Financial Competency

The matrix provides convergent evidence of how digital financial resources and FinTech channels have increased influence on the channels of inclusion and new products and, therefore, should be included within any TVET competency package of Islamic financial

planning. Alsaghir (2023) examines digital risks and maps a roadmap of Shariah compliant FinTech and claims that cloud computing, crowdfunding, and blockchain offer opportunities and have governance challenges. In empirical modelling of the acceptance of Islamic FinTech by young cohorts in Malaysia, there is an observation of a positive relationship between performance expectation, social influence and enabling conditions and usage of the product which can be considered by designing TVET curricula to incorporate hands on FinTech training (Rahim et al., 2022). Halim (2024) and Ascarya and Sakti (2021) illustrate micro FinTech models (P2P, digital payments) which can increase the access to microfinance, particularly with technical training and platform literacy to accompany the product implementation. One of the practical implications of this is that Islamic financial planning skills need to incorporate digital mechanics of payment, the design of crowdfunding instruments, the fundamentals of smart contract management where authorized, and digital privacy and risk awareness (Alsaghir, 2023; Ascarya and Sakti, 2021; Rahim et al., 2022).

4.5 Employability and Socioeconomic Contribution

The matrix presents conflicting yet informative evidence of the downstream impacts of training associated with the use of Islamic finance instruments. Bibliometric and empirical surveys of Islamic microfinance and other instruments show that there is a possibility of poverty alleviation, female empowerment, and social inclusion in the case of training along with the relevant finance and institutional setups (Hassan et al., 2021; Raimi and Bamiro, 2025). Pilots and qualitative case evidence indicate that qard hasan, waqf linked products and micro FinTech can be realised, when TVET trained intermediaries facilitate project design and monitoring (Aderemi and Ishak, 2022; Ascarya and Sakti, 2021). But all evidence is not so favorable. Systematic reviews and country analysis demonstrates that institutional context, market-depth and quality of governance are the mediating variables between training and persistent employment or entrepreneurship; in certain environments, the lack of market development and poor connection of TVET with blunt returns of employers (Grassa et al., 2025; Hassan et al., 2021). Microenterprise resilience and improved labour performance is more probable where TVET provided skills have been combined with a financial access point, digital platforms, and employer engagement (Raimi & Bamiro, 2025; Ascarya and Sakti, 2021).

4.6 Cross-Cutting Synthesis

The core saliency of an excellent quality of governance, whether it is, Shariah governance, internal Shariah audit, or SSB attributes, to the credibility and downstream value of any Islamic finance competency or credential is a strong cross theme convergence in the matrix (Grassa et al., 2025; Khalid and Sarea, 2021). The other pattern that is constant is that workplace anchored learning provides pedagogical value to transforming knowledge into employable skill (Njenga, 2023; Bolli et al., 2023). The first set of contradictory evidence is around governance-performance: some authors report that quality of Shariah governance is a strong predictor of ESG and social performance, and some report that environmental impacts can be minimal or even insignificant depending on the location (Grassa et al., 2025; Boudawara et al., 2023). In a similar manner, research works examining the compliance of Shariah and environmental performance find positive correlations in developed economies that are not necessarily reflected in developing markets, indicating contextual heterogeneity (Hasan, 2022). These differences seem to be induced by the variations in measurement, the country level

transpositions of the AAOIFI guidance in terms of regulatory transpositions, and maturity of supporting institutions.

The ongoing debate in the literature is that; stronger Shariah governance can always enhance ESG and financial performances. Grassa et al. (2025) discover that good Shariah governance increases trust and multidimensional performance, and Boudawara et al. (2023) determine that Shariah governance increases social and governance performance, but not evenly environmental performance. These conflicting outcomes can be resolved when one understands three empirical facts that are apparent in the matrix:

- a) the studies of context heterogeneity examine various groupings of countries over time, and the governance regime differs in the depth of the institutions (Grassa et al., 2025; Meskovic et al., 2023);
- b) measurement heterogeneity ESG and governance systems are operationalised in heterogeneous ways across datasets (Boudawara et al., 2023); and
- c) helpful mediating variables the effect of the national policy incentives, market tools (green sukuk), and technological capability on the environmental outcomes may be more significant than the SSB characteristics alone (Raimi & Bamiro, 2025).

Governance quality is, therefore, important in terms of social and trust dimension, yet environmental performance needs to be supplemented with policy, also financing instruments and technological pathways. On balance, the critical discussion underscores that an evidence-based initiative of embedding Islamic financial planning in TVET should be multidimensional, locally adjusted, regulated by the Shariah credible oversight and complemented by well-developed evaluation designs to develop the lack of causal evidence base.

5. Proposed Framework

5.1 Proposed Integrated Islamic Financial Planning TVET Competency Framework

The proposed conceptual model (Figure 1) outlines the evidence to three layers of the system Inputs, Processes, and Outputs in a way that the technical and ethical aspects of the Islamic financial planning can be instructed, evaluated, and accredited in TVET. The definitional, infrastructural and governance enablers that enable the formation of competencies are referred to as inputs; the pedagogic, assessment and industry-engagement processes enabling the formation of competency are known as processes; the outcomes of competency formation and socio-economic outcomes that TVET is supposed to create are called outputs. This choice is based on the recurrent focus of the literature that performance indicators of Islamic finance need to integrate technical knowledge of finance with Shariah grounded objectives of ethical (maqasid) and digital capabilities to be incorporated (Kazi Md Tarique et al., 2021). This model predicts four clustered inputs, in turn, curriculum design, teacher competence, inputs of Shariah governance, and digital infrastructure and platforms (evidence on each cluster is mapped below) (Menne et al., 2024).

These selections of inputs are based on two principles that are evident throughout the matrix. First, the competency frameworks that characterise Islamic finance are undergoing a reinvention towards the use of Maqasid based indicators instead of the limited quantitative screens, which means that curriculum inputs have to be in terms of justice, well being and knowledge measures along with technical skills (Kazi Md Tarique et al., 2021). Second, the emergence of the fast-growing phenomenon of the Islamic FinTech and digital service channels

alters the skills mix in the technical accounting field of TVET graduates the fluency in Shariah literacy and platform co-exists (Alsaghir, 2023; Rahim et al., 2022).

The model itself is deliberately practical: it needs to be applicable by the designers of the curriculum, TVET managers and regulators. The choice of inputs was due to the fact that they are actionable levers in TVET systems (curriculum and teacher development), governance levers that influence market uptake (Shariah governance and audit capacity), and infrastructural levers that are determinants of reach and inclusion (digital readiness). Processes are indicative of the well documented pedagogic directions found in TVET research work-based learning (WBL) and apprenticeships, blended delivery to scale, and industry linked assessment and credentialing. Outputs reflect the short and medium-term quantifiable returns: competency achievement, employment and entrepreneurship, indicators of inclusion and equitable access (Maqāsid aligned social outcomes like equitable access and ethical business conduct) (Kazi Md Tarique et al., 2021; Noor et al., 2023).

The model can best be described as a model of the systems: Inputs - Processes -Outputs, where three structural moderators and feedback loops all occur. The Processes receive inputs and execute learning and credentialing; the Outputs give information about whether the system is performing; these are fed back to the employer, Shariah audit results and policy corrections to correct or adjust the Inputs and Processes. Typical of inputs is as follows. Curriculum: explicit teaching outcomes that incorporate Maqāsid factors in practice, Shariah compliance practice and FinTech literacy as opposed to quantitative issuer screening criteria alone (Kazi Md Tarique et al., 2021; Menne et al., 2024). Teacher competence: directed professional growth in Maqāsid reasoning, Shariah audit fundamentals and on-line pedagogies (Diao et al., 2024; Njenga, 2023). Shariah governance contributors: quality of SSBs, internal Shariah audit, and adoption of AAOIFI/standards nationally to design credible pathways of credentialing (Grassa et al., 2025; Boudawara et al., 2023). Online learning, online assessment tools, access to FinTech sandboxes to practice digital payments, online crowdfunding, and online zakat/waqf platforms (Alsaghir, 2023; Ascarya and Sakti, 2021; Rahim et al., 2022).

Three domains interlocked by processes are pedagogy, assessment and industry engagement. Pedagogy highlights WBL/apprenticeship and blended learning as main channels of imparting applied Islamic financial planning skills these interventions have demonstrated to link with employment and work preparedness in TVET pilots and dual VET experiments (Bolli et al., 2025; Njenga, 2023). Evaluation and certification should be done based on the indicators of both technical competence and Maqasid, the literature encourages tested measuring instruments and performance indices; not the just screening of the issuers (Noor et al., 2023; Kazi Md Tarique et al., 2021). Partnerships in the industry offer placement, co design of modules and employer validation of credentials; the dual VET evidence demonstrates that industry partnerships have a significant impact on the labour market transitions (Bolli et al., 2025).

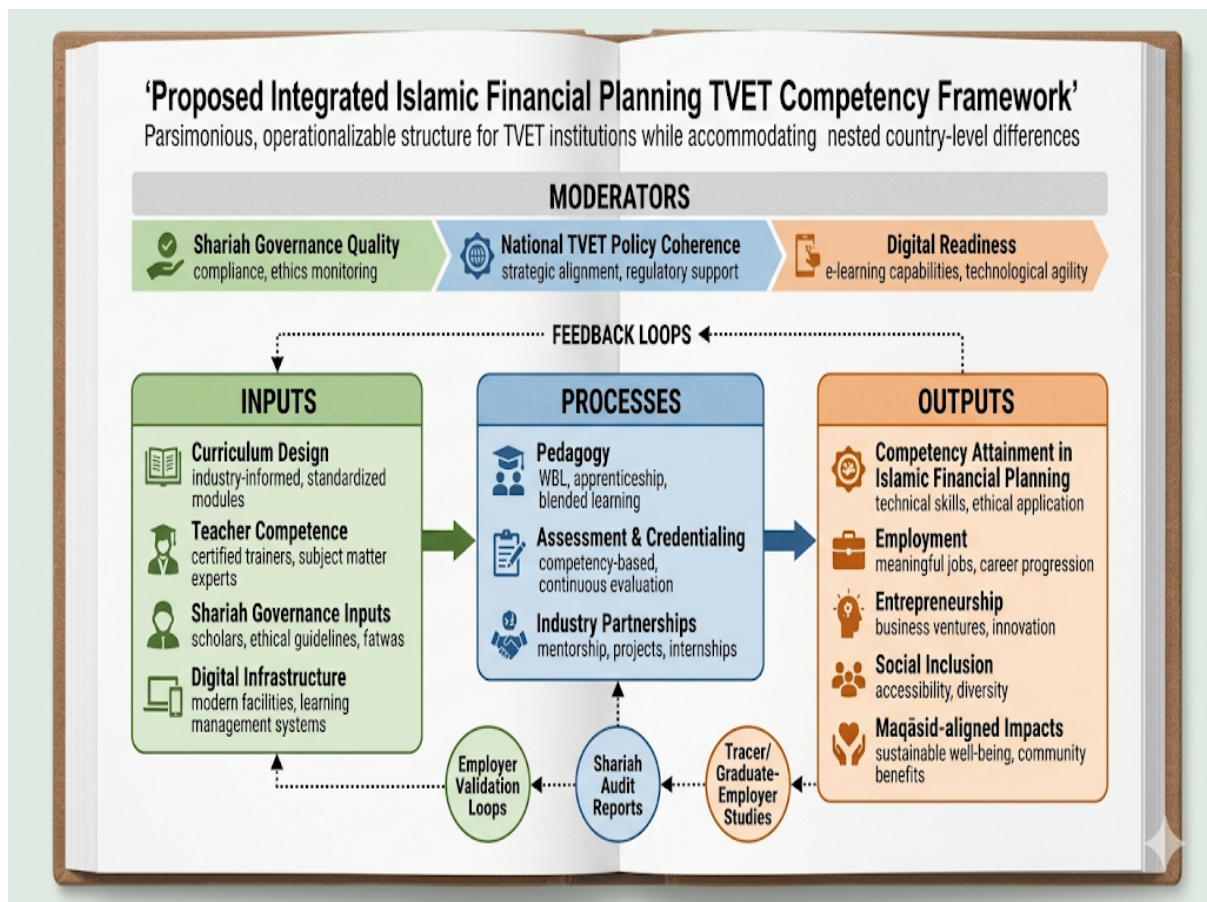


Figure 1. Conceptual Model: Integrated Islamic Financial Planning TVET Competency Framework

5.2 Framework Style and Visual Layout

The model graphically (Figure 1) is a left to right flow: **INPUTS** (Curriculum / Teacher competence / Shariah governance inputs / Digital infrastructure) → **PROCESSES** (Pedagogy: WBL/apprenticeship/blended; Assessment and credentialing; Industry partnerships) → **OUTPUTS** (Competency attainment in Islamic financial planning; Employment; Entrepreneurship; Social inclusion; Maqasid-aligned impacts). There are three moderator bands above the flow: the quality of Shariah governance, coherence of the national TVET policy, and digital readiness. Outputs loop back to the Inputs and Processes through the employer validation loop, Shariah audit reports and tracer/graduate employer studies. The parsimonious nature of the model is designed to be operationalised within the scope of TVET institutions and has the ability to capture country level differences that are nested (e.g., stricter AAOIFI adoption vs. nascent national governance) (Grassa et al., 2025; Pandey, 2025).

5.3 Mapping Literature to Framework Components

Curriculum → Competency. As empirical investigations and performance measurement efforts have shown, Maqāsid principle-expressly designed curricula with practical FinTech modules produce quantifiable value-oriented competencies. Maqasid based frameworks have been

implemented as bank performance measures, and translation to vocational learning outcomes are feasible (Kazi Md Tarique et al., 2021; Noor et al., 2023). Pedagogy (WBL/apprenticeship/blended) → Employment & Entrepreneurship. The combination of work integrated pedagogies with employer involvement and meaningful on the job activities gives the best empirical response that work integrated pedagogies can work fast in labor market transition, thus dual VET and apprenticeship evaluations (Bolli et al., 2025; Njenga, 2023). Blended and digital modalities are e-commerce friendly and reach far and wide, making it possible to practice FinTech (Ascarya and Sakti, 2021; Alsaghir, 2023).

Quality of Shariah governance as moderator ESG impact, uptake, Trust. Systematic and cross-country research suggests mixed about how strongly good governance may generate trust and better ESG performance, but measurement heterogeneity and political/institutional heterogeneity undermines generalisable allegations (Grassa et al., 2025; Boudawara et al., 2023; Hasan, 2022). The ambivalent evidence is an indicator that TVET-related credentialing should be supported by open Shariah supervision and disclosure to enable employer and consumer confidence on TVET credentials to be plausible.

This model is narrowly focused on the TVET impartation of competencies that we refer to here as Islamic financial planning i.e. the amalgamation of Shariah literate financial decision making abilities, practical use of the FinTech, rudimentary accounting and ethical judgement all in the goals of the Maqasid. It does not make any effort to model macroeconomic determinants like national financial market architecture, or the action of central bank monetary policy, or large-scale dynamics of the capital market. The model assumes that (a) the institutions supporting TVET can directly impact the curriculum and teacher competence; (b) plausible Shariah governance institutions are sufficient conditions that the market will adopt vocational credentials; and (c) in most settings, digital infrastructure is a binding constraint. Some of the links are empirically strong (apprenticeship into employment), whereas others (Shariah governance into ESG performance) have evidence that is neither strong nor weak the model indicates such links as priorities to be targeted during the evaluation (Grassa et al., 2025; Pandey, 2025).

An operational competency of integrating an operational Islamic financial planning in TVET systems would need to be changed in five interrelated dimensions coordination: classroom learning content demonstrating the Maqasid aligned learning outcomes; pedagogies of industry engagement (work based learning and apprenticeships) that bind the classroom learning to real contracts and community finance; teacher staff capacity and continual learning; credible Shariah governance and credentialing systems that confer market confidence; digital/FinTech literacy that opens the door to inclusion and scalable delivery. The elements are supported by the literature gathered in the matrix. The frameworks of performance and competency design can have a normative foundation in developing performance frameworks based on Maqasid to match the Islamic financial values to the number of measurable skills (Kazi Md Tarique et al., 2021). Digital risks and FinTech adoption studies highlight that one of the opportunities and governance risks that TVET programmes need to carefully teach, and address is FinTech literacy (Alsaghir, 2023; Ascarya and Sakti, 2021; Rahim et al., 2022). Systematic reviews of the governance in Shariah are demonstrating that the quality of governance moderates the trust of people and institutional performance, which subsequently influences the demand of qualified practitioners and certified credentials (Grassa et al., 2025; Meskovic et al., 2023; Boudawara et al., 2023). The research conducted by TVET, and dual VET pilots suggests that industry related training and formal apprenticeships enhance the alignment with employer expectations and have the potential to result in quicker transitions to work, as such studies are carried out with proper supervision (Bolli et al., 2023; Njenga, 2023).

Lastly, microfinance and entrepreneurial literature reveal that skills and access to finance along with digital technology have a combined positive effect on business resilience and inclusion by involving practical finance tools with training (Hassan et al., 2021; Raimi and Bamiro, 2025; Aderemi and Ishak, 2022).

All these understandings merge around a systems view: inputs (Maqasid aware content, FinTech modules) to the curriculum are processed into outputs (competency in terms of Shariah compliance literacy, financial planning, skills in digital transactions) via processes (apprenticeship, WBL, blended learning), contingent on two moderating layers: Shariah governance quality and digital readiness (Alsaghir, 2023; Grassa et al., 2025; Kazi Md Tarique et al., 2021). The summary of integrated dimension mapping literature to framework component is indicated in Table 1.

Table 1. Summary of Integrated Dimension Mapping Literature to Framework Component

Model Category	Key Components / Variables	Supporting Evidence & Core Logic
Curriculum Inputs	<ul style="list-style-type: none"> • Maqāsid-aligned content • Practical FinTech modules • Shariah-literate decision skills 	Maqāsid principles generate measurable, value-aligned competencies and vocational learning outcomes (Kazi Md Tarique et al., 2021).
Pedagogical Processes	<ul style="list-style-type: none"> • Work-Based Learning (WBL) • Dual-VET / Apprenticeships • Blended & digital modalities 	Work-integrated pedagogies accelerate labor-market transitions; digital modalities enable FinTech practice environments (Bolli et al., 2025; Alsaghir, 2023).
Competency Outputs	<ul style="list-style-type: none"> • Shariah compliance literacy • Islamic financial planning • Digital transaction skills • Ethical judgement 	Includes basic accounting and practical FinTech use consistent with Maqāsid objectives.
Socioeconomic Outcomes	<ul style="list-style-type: none"> • Employment • Entrepreneurship • Financial inclusion • Business resilience 	Skills paired with practical finance instruments and digital platforms increase resilience and inclusion (Hassan et al., 2021).
Moderating Factors	<ul style="list-style-type: none"> • Shariah Governance Quality • Digital Readiness / Infrastructure 	<p>Governance: Builds trust and ESG impact, though evidence is mixed (Grassa et al., 2025).</p> <p>Digital: Acts as a binding constraint and governance risk.</p>

6. Implications

6.1 Curriculum Implications

Curriculum design. Islamic financial planning competency packages are to combine the Maqasid aware qualitative indicators with technical skills: Shariah principles to contracts, practical accounting smaller firms, product knowledge (qard, waqf, takaful, sukuk) and FinTech transaction knowledge (digital wallets, crowdfunding platform). Kazi Md Tarique et al. (2021) demonstrates how the concepts of the Maqasida can be operationalised as performance metrics; Alsaghir (2023) and Rahim et al. (2022) propose specific FinTech courses delivering the training on risks and compliance. TVET delivery should have one modular package to be defined and named Islamic Financial Planning. It should also include: basic maqasid awareness and Shariah literacy which emphasizes practical rulings and transaction structures; operational Shariah compliance (basic screening and Shariah audit literacy); traditional financial literacy and accounting foundations (small business-specific); FinTech skills in mobile payments, crowdfunding apps and digital record keeping; practical modules on Islamic microfinance instruments (qard, qard hasan, waqf linkages, sukuk basics) and Takaful; and enterprise skills such as business planning, client management and social impact measurement (Kazi Md Tarique et al., 2021; Menne et al., 2024; Aderemi and Ishak, 2022; Ishak and Mohammad Nasir, 2023). Every module should have hands-on evaluation activities and on-the-job congruent performance criteria as verified by the employers.

6.2 Teacher and Professional Development Implications

Teacher development. There is evidence of centrality of teacher capacity and teacher mentoring to successful WBL implementation. Njenga (2023) captures vocational teacher CPD motivations and practices in Kenya; Bolli et al. (2023) acknowledges institutional drivers and barriers in dual VET in pilots. The policymakers can invest in the organised CPD, mentorship, and industry secondment of TVET teachers to ensure that classroom teaching is at par with live Islamic finance practices and online platforms. Professional development of teachers is also crucial: design TVET teacher and workplace mentor scaled curriculum based upon the Shariah content, competency-based assessment, and workplace supervision. Studies within the matrix demonstrate the value of effective CPD and mentoring to translate curriculum to workplace preparedness (Njenga, 2023; Bolli et al., 2023). PD can have short industry placements among the instructors, co-teaching with industry mentors, and virtual micro credentials proving teacher competency in both Shariah and FinTech literacy.

6.3 Policy and Institutional Implications

Governance and credentialing. Building upon the Shariah supervisory board (SSB) quality, internal Shariah audit and clear accreditation of TVET credentials creates trust in the market. Grassa et al. (2025) emphasises the impact of the quality of governance on the outcomes of the institution; Meskovic et al. (2023) demonstrate interplay between national- and board-level governance and social performance. TVET credentialing guidelines need to cover Shariah compliance reporting in which Islamic finance competences are validated, and credentials linked to recognised audit procedures to enhance the employer confidence. First, incorporate the modular competency standards in national TVET qualification frameworks and national qualifications registry, in such a way that TVET certificates are mapped to well-defined

occupational outcomes in the field of Islamic financial services. Where feasible, connect TVET qualifications to incentives to access microfinance and public procurement to generate labour market pull (similar in matrix settings like Malaysia and Indonesia, stronger institutional adoption is observed where credentials are aligned with national systems) (Menne et al., 2024; Ishak & Mohammad Nasir, 2023).

Second, enhance the quality of Shariah governance and Shariah accreditation route to institutions offering Islamic financial planning education. Development of Shariah competency of tutors, compulsory SSB involvement in programme validation, and internal Shariah audit awareness promotion in TVET providers should be encouraged to promote governance quality in the condition of market trust and uptake of TVET credentials in Islamic finance (Grassa et al., 2025; Khalid and Sarea, 2021; Sencal and Asutay, 2020).

Third, invest in digital infrastructure and FinTech literacy in institutions of TVET. Policymakers should focus on broadband, low cost gadgets, and platform collaborations in such a manner that blended delivery and FinTech modules can be realized and safe; the FinTech literature highlights the possibility of opportunity and the digital risk, and therefore, it is crucial to facilitate secure and controlled learning settings (Alsaghir, 2023; Pandey, 2025).

6.4 Industry and Employability Implications

Enterprise support and inclusion. Entrepreneurship outcome cannot be achieved solely through training. Finance and market access FinTech platforms and improvement of skills into sustainable livelihood via microfinance linkages (Islamic microfinance instruments) and business development services (Hassan et al., 2021; Ascarya and Sakti, 2021; Aderemi and Ishak, 2022). A combination of policy packages where Shariah compliant micro finance is accompanied by TVET training and access to digital marketplaces would have greater socio economic returns. The models anchored at the workplace should be prioritised in delivery. The most evident connections to employability can be seen in approaches to apprenticeship and wakaf, WBL, which entails placing the learner with an Islamic finance provider, microfinance window, wakaf management organization or fintech platform; in the case where direct placements are not possible, simulated apprenticeships based on industry proven projects, supervised internships, and blended e learning can be used to replicate most of the benefits (Bolli et al., 2023; du Plooy et al., 2024; Ascarya and Sakti, 2021).

Blended delivery (internet-based modules and supervised workplace practice) can be scaled and maintain the practice intensity. Demonstration Funds: Incorporate TVET training and employer apprenticeships, Shariah supervision and microfinance connections, and must be accompanied by strong formative evaluation (tracer studies, control-cohorts, and cost benefit analysis). Bases lessons learned by dual VET pilots (Bolli et al., 2023) and micro FinTech pilots (Ascarya and Sakti, 2021) to create pilots that can be rolled out where the evidence is positive. Lastly, make it obligatory to engage employers and give incentives. Give firms that employ apprentices in Islamic finance jobs tax credits, wage subsidies, or the equivalent in matching funds and undertake to have their placements externally assessed and quality assured. The involvement of the employers matches curriculum to labour demand and is recurrently mentioned in the matrix as the key to the success of TVET (Bolli et al., 2023; Njenga, 2023).

7. Limitations And Future Research

7.1 Limitations of the Current Literature

The matrix uncovers methodological recurrent limitations to the strength of causal claims regarding TVET interventions and socioeconomic outcomes. First, most of the studies are cross sectional or descriptive, which restricts making inferences regarding the long run effects of training on employment or entrepreneurship (Grassa et al., 2025; Meskovic et al., 2023). Second, longitudinal tracer or quasi experimental assessments tracking gains of TVET graduates across years are few; the lack of strong counterfactuals undermines arguments that training is the sole cause of livelihood gains (Bolli et al., 2023). Third, competency measurements remain inconsistent between studies: self-reported indicators are used in some studies, there are institutionally generated indices / performance sectoral proxies, which makes it difficult to synthesize cross studies (Kazi Md Tarique et al., 2021; Hassan et al., 2021). Fourth, the research on governance and ESG tends to use archived disclosure information and country level indices that have the likelihood of hiding the local nature and introducing measurement bias (Grassa et al., 2025; Boudawara et al., 2023). Lastly, controlled trials or pilot RCTs that measure specific curriculum or pedagogical innovations (work-based mentorship, FinTech modules) using validated labour market endpoints are relatively few (work based mentorship, FinTech modules); this measure of evidence is constraining in terms of confident policy prescriptions (Njenga, 2023; Pandey, 2025).

Such gaps in methodology suggest that care should be exercised in applying models in one jurisdiction in another. Causal pathways (skills LEAD to employment) are more plausible where there are stronger empirical designs; the priority of policy experimentation with evaluation built-in should be given where there are weaker designs. The three gaps revealed in the matrix are significant in influencing priorities of research and practice. To begin with, validated TVET level competency frameworks that specifically address the concept of Islamic financial planning operationalising the Maqasid indicators to be assessed are limited; the Maqasid measurement work is more bank and institutional level than vocational curriculum level indexed (Kazi Md Tarique et al., 2021; Noor et al., 2023). Second, almost no longitudinal tracer or quasi experimental studies which track TVET graduates into the labour market to provide a causal estimate of the impact of particular Islamic finance modules on employment, earnings and firm survival are available; the majority of impact evidence is cross sectional or pilots based (Raimi & Bamiro, 2025; Bolli et al., 2025). Third, there is little cross country work that directly challenges model generalisability by regulatory, religious and market contexts; which limits advice regarding transnational curriculum standardisation. The following research gap exists, which relates to the next generation of research:

- a) creating and validating TVET competency rubrics, related to Maqasid measures,
- b) investing in longitudinal tracer research and controlled pilots which match TVET credentials with labour outcomes, and
- c) comparative research that administrations credentialing engagements amid jurisdictions.

7.2 Future Research Directions

The first research priority is to provide causal, longitudinal studies that would be able to draw a connection between TVET imparting Islamic financial competencies and sustainable employment/ livelihood. The preponderance of descriptive, qualitative, and cross-sectional

research in the matrix is relatively high but is comparatively low in terms of tracer or quasi experimental studies that track training outcomes into work (Grassa et al., 2025; Hassan et al., 2021). Governments, donors, and research teams ought to co design pilot evaluations that randomize or take advantage of natural differences in access to apprenticeship and follow-up the employment, earnings, and enterprise survival and social impact measures over a number of years. The policy makers would require rigorous dual VET studies pilot modelling to provide the counterfactual evidence to justify scaling (e.g., Bolli et al., 2023).

Second, create and prove a universal competency rubric of the subject of Islamic Financial Planning that can be assessed in TVET and can be compared with an international context. This rubric ought to be modular (doctrinal: Maqasid/Shariah knowledge; technical: accounting and financial literacy; digital: FinTech and digital payments; applied: microfinance instruments and entrepreneurship) and must have objective performance measures and activity tasks. Available performance frameworks and ethical performance measurement works based on Maqasid and conceptual anchors can be transformed into the list of indicators which can be then operationalised into rubrics (Kazi Md Tarique et al., 2021). The validation must include psychometric testing, employer concordance and field based performance testing.

Third, conduct mixed methods comparative studies of various institutional settings (Malaysia, Indonesia, Pakistan, Nigeria, Ghana and GCC jurisdictions in the matrix) to prove the generalisability and adaptation requirements. Comparative governance research (Grassa et al., 2025; Boudawara et al., 2023) demonstrates that institutional variation is significant; comparative research can help determine which aspects of curriculum, governance and employer engagement are specific to the context and which can be ported to a different context. methodologically Triangulate methodologically using longitudinal surveys, administrative tracer data and qualitative employer case work.

8. Conclusion

The set of literature collected in the matrix contributes to three closely related conclusions regarding the operationalisation of the concept of Islamic financial planning as a Technological and Vocational Education and Training (TVET) competency. To begin with, the concept of Islamic financial planning can be practically defined as a TVET skill set that involves the domain knowledge of Shariah principles and maqasid priorities combined with the traditional financial literacy, the understanding of basic accounting and practical FinTech skills, as well as business/entrepreneurial skills. The research leading to the creation of Sharia accounting models and preferred performance frameworks based on Maqasid depicts how the contents of doctrines can be turned into quantifiable results that can be incorporated in vocational curriculums (Menne et al., 2024; Kazi Md Tarique et al., 2021). Empirical studies of Islamic microfinance, crowdfunding and waqf based instruments reveal that TVET curricula need to cover particular instruments and processes: qard, waqf, sukuk, takaful, to equip them to take up more Islamic financial services jobs and to deliver services in social finance (Aderemi and Ishak, 2022; Ishak and Mohammad Nasir, 2023; Ascarya and Sakti, 2021). All of these sources present an argument that a competency package should be not only doctrinally literate but also technically functioning; it needs to equip students to create and use, as well as oversee Sharia compliant instruments both in the digital environment and in the community finance context (Alsaghir, 2023; Hassan et al., 2021).

Second, there are pedagogies which focus on work based learning (WBL) and apprenticeship that are most transferable to enhance the outcomes in employability in case we target vocational competencies in specific firms and markets. Comparative field studies of the

dual/VET apprenticeship pilot programmes, and the TVET teacher professional literacy consistently show that industry matched placements, based on the job learning and employer apprenticeship, enhance skills acquisition and labour market labour transitions more consistently than those based in the classroom alone (Bolli et al., 2023; Njenga, 2023). According to the case and pilot studies within the matrix, apprenticeships will only be effective when the curricula, employer roles, and assessment practices are carefully aligned in place; with the alignment in place, trainees are more prepared to work and have clearer pathways to employment, or to microenterprise (Bolli et al., 2023; Njenga, 2023). Blended learning models that bridge digital learning and WBL scale instruction without interrupting the practice rich exposure and they work well in cases of digital preparedness and course design are satisfying (du Plooy et al., 2024; Ascarya and Sakti, 2021).

Third, the standardisation of competency assessment and credible Shariah governance are the preconditions to wider market adoption of TVET certified Islamic financial planners. Governance studies and systematic reviews indicate that the quality of Shariah governance affects the stakeholder trust, disclosure performance, and the legitimacy of the Sharia financial product, which, in its turn, have an impact on the demand of the practitioners claiming to possess Sharia competent credentials (Grassa et al., 2025; Boudawara et al., 2023). The empirical studies of Shariah audit and internal compliance indicate that there is a necessity of transparency, independent audit, and clarity of audit practices prior to the issuance of certifications and qualifications that will be heeded in the market (Khalid and Sarea, 2021; Sencal and Asutay, 2020). The graduates of TVET are impeded in gaining the acceptance of the employer and client-trust in case of weak or poor Shariah supervisory boards, strong Shariah auditing, and performance indicators (Grassa et al., 2025; Menne et al., 2024). The implication of this evidence is that TVET credentialing should be in conjunction with governance and accreditation pathways to transform competence into employable and market trusted qualifications.

The review identifies that Islamic financial planning can be realised as a TVET competency, which integrates both doctrinal literacy and practical finance and digital skills. An articulation of the competency based on the Maqasid principles transforms assessment into quantifiable results that encompass justice, welfare, ethical business behavior as well as the traditional financial literacy. Empirical results suggest that there is a stable trend: pedagogies that base learning around workplaces, apprenticeships, and supervised projects yield the largest transferable employability benefits, with credible Shariah governance and activities in transparent audit as the prerequisites when the market is willing to trust TVET credentials. FinTech content expands the prospects of inclusion but also increases the governance and digital risks management needs that training can achieve by turning it into a clear necessity. To policy and practice, implications are practical.

Maqasid frameworks should be converted into modular competency rubrics by TVET providers, integrate FinTech practice settings and scale teacher professional development and industry secondment. The Shariah audit requirements and employer authentication must be included in the accreditation and external quality assurance to ensure that the certificates have credibility. Applied learning can be maintained in constrained direct placements by blended delivery and simulated apprenticeships and skills programmes must be accompanied by access to Shariah compliant microfinance and online platforms to enhance the transfer of skills to sustainable livelihoods. There are three fundamental gaps to be filled by research. First, there is a need to conduct validation work to generate TVET level competency rubrics and assessment tools which are recognised by employers. Second, causal relationships between individual modules and employment, earnings and enterprise survival should be experimented

on in longitudinal tracer studies and quasi experimental pilots. Third, comparative mixed methods would be undertaken across different governance regimes would help to identify the nature of generalisation of curriculum and credentialing arrangements. To create the causal evidence base to support scalable, reliable TVET credentials to Islamic finance, governments, donors, and researchers need to co design integrated pilots with built in and severe evaluation.

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