



# Industry Engagement in TVET for Growth and Employability

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## Disclaimer

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# List of Abbreviations

CBT	Competency-Based Training
CCI	Chamber of Commerce and Industries
CPEC	China-Pakistan Economic Corridor
GB	Gilgit Baltistan
GDP	Gross Domestic Product
GSP	Generalized Scheme of Preferences
HEC	Higher Education Commission
ILO	International Labour Organization
IPM	Inter-Provincial Minister Conference
NAVTTTC	National Vocational Technical Training Commission
NCRC	National Curriculum Review Committee
NSS	National Skills Strategy
NVQF	National Vocational Qualification Framework
RPL	Recognition of Prior Learning
TEVTAs	Technical Education and Vocational Training Authorities
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme

## Executive Summary

National Vocational Training and Technical Education Centre (NAVTTTC) in collaboration with the TVET Sector Support Programme organized a two-day international conference in May 2018 in Islamabad, bringing together international delegates from 23 countries, to discuss best practices in the TVET sector. Emphasizing the importance of TVET sector for a country's economic growth, the conference discussed various ways in which TVET sector can be reformed. It also discussed in detail the sector's status in Pakistan and its future needs. The key objective of the conference was to discuss areas of reforms in the TVET sector in Pakistan, especially on how to effectively engage industry to provide young men and women with employable skills.

# Conference

The conference held in Islamabad, on May 3-4, 2018, comprised six sessions in total. The first session, which inaugurated the conference, provided an overview of the TVET sector in Pakistan and suggested possible avenues the sector should look into. This session was addressed by the ambassadors of European Union, Norway, and Germany – countries that have been supporting the TVET sector in Pakistan since 2011. Minister for Federal Education and Professional Training delivered the keynote address. TVET can fill in the gap between a high youth bulge and low economic activity. The second session, “International Best Practices in TVET”, discussed the critical role TVET has played in the economic growth and development of China, Malaysia, South Korea, and Turkey. The third session, “TVET landscape in Pakistan”, gave an overview of recent developments in the TVET sector of Pakistan. Experts from NAVTTC presented various initiatives the commission has taken recently to enhance the quality of trainings. The fourth session, “Industry engagement in TVET – Pakistan's context”, assessed the current involvement of industry in TVET and what further

can be done to strengthen that involvement. While attempts have been made to bring in the industry in TVET, the industry highlighted concerns around quality of the training offered in the country. The fifth session, “Best Practices in TVET”, discussed the various strands of TVET structures in place in Germany, Australia, United Kingdom, and Sri Lanka. Germany's dual system, which repeatedly came under discussion, puts in place a system whereby government provides trainees to the employers. On the second day, the first session entailed four plenary discussions held simultaneously, each led by a mix group of government and industry figures from Pakistan and international experts. Each group was assigned a topic, mostly of engaging industry in TVET development in Pakistan; the group's major findings were discussed afterwards. The second-last session of the conference, “Maximizing Regional & International Cooperation for Enhancing Youth Employment”, shared experiences on TVET from the South-Asian region. The workshop concluded in the President's House with President of Pakistan passing the concluding remarks.



# Key Findings

## Achieving Socio-Economic Goals

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- The importance of TVET in any country's socio-economic development is undeniable. Countries like South Korea saw economic growth by investing in TVET. Even in Pakistan, many of those who were trained with vocational training experienced better income, enabling them to steer their families out of poverty.
- Pakistan's stability lies in TVET development. The country has a huge youth bulge, which will further increase by 2050. If left jobless, the youth can get involved in non-productive activities. These can be addressed by investing in technical education. As one participant said, "Skill development is our only salvation".
- TVET reforms can help achieve equitable distribution of resources, such as by investing in the employability of marginalized groups. Women are one of them.
- As an essential part of education sector, TVET can help address the goals marked in education sector. By opening vocational centres, the government has been able to decrease the school dropouts after primary level.

## Engaging the Industry

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- While globally TVET is led and supported by the industry, the response from industry in Pakistan is seen as "lukewarm."
- On its part, NAVTTC boasts of having correspondence with all 43 chambers of the country, and of having contacted some chambers in Punjab to assess market needs.
- Industry thinks the skills provided by the training centres are not worth hiring. It considers that the trainees are mostly taught theory, have little hands-on experience of technology, especially high-tech, and lack basic values of worth ethics and productivity.
- It is questioned if teaching same courses over and over to different students is even sustainable at all. It is believed that very little has been done to introduce demand-driven courses.
- Industry also argues that NAVTTC engages the industry mostly in the role of job recruitment, such as during job fairs. Globally, however, industry's cooperation is sought in all sorts of activities ranging from designing curriculum to delivery of training as well as assessing the learners.
- Some countries have taken pro-active steps to establish the credentials of the degree awarded by the training centres. Industry in Pakistan also called for establishing credibility of the certificates issued to trainees.

## Ensuring Quality

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- Questions are being raised over the quality of the vocational training in Pakistan. Investing in quality will open new doors to those undergoing training. Quality is the decisive factor in industry's interest in collaborating with the government.
- Government also claims to have revised curriculum at par with international standards. Besides teaching youth technical skills, soft skills and attitude have also been introduced.
- The perception of TVET jobs in Pakistan is highly negative, with parents less inclined to send their children to menial and blue-collar jobs. Better quality can overcome this perception.
- In the vocational education, a student-cum-trainee has to be engaged in a continuous cycle of study, work, and then study. This pedagogical cycle helps laying down TVET policies and courses.

## Governing the Sector

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- TVET policy has been announced, but its implementation yet to be seen.
- A key challenge to TVET sector anywhere in the world, including Pakistan, has been coordination among different administrative units. There is a concern of redundancy, with the involvement of different bodies.
- There are other government departments too which have been doing work that fall in the domain of TVET. Examples include of ministry of food and agriculture, ministry of science and technology. Coordination with them is not known.

## Seeking Global Opportunities

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- Pakistan earns a fair amount of revenue through remittances, especially from Gulf countries. By investing in technical education, those remittances will increase because the country will be able to send certified skilled workers overseas.
- The multi-billion China-Pakistan Economic Corridor (CPEC) project will essentially need skills that can be produced through technical education.
- Pakistan can supply its products to EU markets, via GSP-plus status conferred on it, by investing in skills beyond the traditional ones.

# Introduction

The famed maxim of supply meeting demand right fits in the field of economics. Today's demanding economies need a continuous supply of proper skills. A key reason why many stay unemployed is because they lack relevant skills that could qualify them for jobs of the times. Given the rapidly-changing needs of market, especially the intensive focus on latest technology, whatever little skills one has either becomes out-dated or redundant, thereby losing any competitive edge at all.

In Pakistan, the prospects of future youth entering workforce is equally dismal: Not only does the majority lack skills, but an increasing youth bulge will further shrink avenues of economic activity for whatever little trained workforce exists in the country. By 2050, there will be 236 million Pakistanis in the working age group.

Hardly 17% percent of the youth completes secondary education, while Pakistan has one of the highest drop-out rates after primary level. Those who are unable to complete these levels, rarely find any other learning opportunity to be able to contribute economically in the future.

It is at this stage that the Technical and Vocational Education and Training (TVET) can fit in. Yet, the access of TVET seems to be so low that less than 6 percent of the youth acquire technical skills.

For Pakistan to sustain economic growth, it is imperative that it invests more in TVET so that the

majority of students who do not advance beyond secondary level get appropriate skills. More than that, TVET should be made accessible to students of all socio-economic background.

The central body tasked with making policies regarding TVET and regulating this sector is National Vocational and Technical Training Commission (NAVTTTC), based in Islamabad. The Commission comes directly under the Federal Ministry of Education and Professional Training. It works in close collaboration with Provincial and Regional Technical Education and Vocational Training Authorities (TEVTAs), Punjab Vocational Training Council (PVTC) and a number of other stakeholders from both the public and private sectors.

NAVTTTC has lately been carrying out a range of reforms in TVET sector. It has been revising courses to bring them at par with international standards; standardizing skill qualifications across the country; conducting tests that assess one's skills; engaging people from the industry in examining students; holding job fairs that enable students to directly interact with industry; and so on. NAVTTTC is being assisted in these and many other reforms by TVET Sector Support Programme (TVET-SSP), which is funded by the European Union and the Governments of the Germany and Norway and implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH across Pakistan.

A lot more needs to be done to further reform within the TVET sector: Pakistan's TVET sector engages too little the industry. Many question the direction of economy, and whether any thought has been given to new global opportunities and challenges. Even the regulatory framework operating the TVET sector is less compatible with the changing scenarios not to say the less public funding to this sector.

To promote the TVET sector reform and share it with international audience, besides seek suggestions on how to orient Pakistan's TVET sector, NAVTTC and TVET Sector Support Programme jointly organized an international conference on TVET under the theme of "Private Sector Engagement for TVET" on May 3-4, 2018 at Islamabad. This report summarizes the major discussions held in the conference.





# CONFERENCE PAKISTAN - 2018 MAY 3 - 4, Islamabad

Engagement in TVET for  
Growth and Employability



## INAUGURAL SESSION

## Welcome Address by Mr. Zulfiqar A. Cheema, Executive Director, NAVTTC

Mr. Zulfiqar Cheema thanked the participants of the conference, especially international delegates of over 20 countries. He said the experiences of countries which have made progress in TVET will be beneficial to other countries in attendance.

Realizing the importance of this sector to Pakistan, he said that Pakistan has a huge youth bulge, which needs to be catered with jobs; otherwise, jobless youth can turn frustrated and fall for all sorts of criminal and extremist activities. He pinned the future of Pakistan, a country of 210 million people, in TVET. “Skill development”, he said, “is our only salvation”.



He hoped that the conference will be a good opportunity of knowledge sharing on TVET. To this end, he cited the examples of different countries for achieving economic growth, reducing poverty, providing quality apprenticeship, or increasing remittances – all because of TVET.

He admitted that one difference between the TVET sector in the world and in Pakistan is of the role played by the industry. Globally, he said, “TVET is led and supported by the industry”, something missing in Pakistan. Mr. Cheema called the industry to step forward in this regard.

He also presented some of the initiatives the NAVTTC has taken under him. The National Vocational Qualification Framework (NVQF) has been evolved, which sets certain standards in vocational training. For instance, monthly tests along with on-the-job training have been made mandatory now. Similarly, the conventional way of testing has been replaced with Competency Based Training, which is more practical and is also examined by people from industry. Moreover, skill competitions are held regularly, in which top competitors are awarded with cash prizes. He credited these steps for increasing training skills and ultimately employability.

In his opening remarks, Mr. Cheema thanked European Union mission, along with Germany and Norway for helping in strengthening the system.

## Remarks by H.E. Tore Nedrebo, Ambassador of Norway to Pakistan

H.E. Todre presented what Pakistan can learn from the Norwegian experiences of incorporating TVET. He said that while today, Norway is perceived as the world's richest country, merely a century or two ago, it was a poor country of farmers and fishermen. But wealth started increasing in the 19th century, owing to industrialization and discovery of oil from North Sea. Subsequently, proper skills were created to harness Norway's potential such as natural resources. Like Norway, he said, Pakistan is bestowed with natural resources, and should therefore invest in it properly.

On what Pakistan needs to do in the TVET sector, he recommended that female participation in workforce should be increased, from the present level of 25%. He also called for training private sector and building their capacities, and also called ensuring public funds to the sector. Additionally, realizing that the perception of TVET jobs is often negative, he called for teaching that "TVET is a decent job". Above all, quality should be maintained at par with international level.



## Remarks by H.E. Martin Kobler, Ambassador of Germany to Pakistan

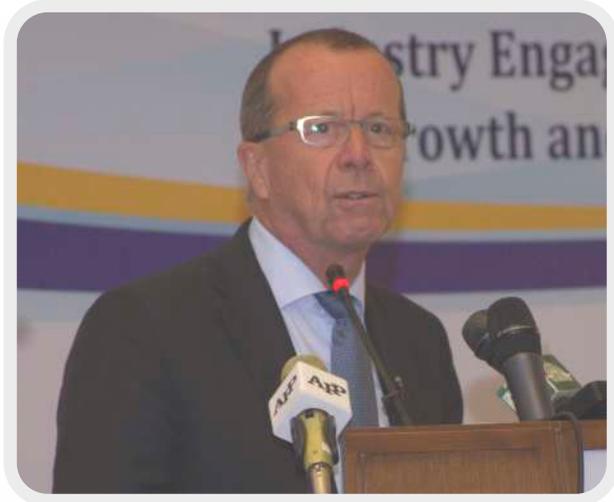
German ambassador opened his speech by referring to the UNDP's latest Human Development Report, which focused on youth. The report notes that with 60% of population is between 15 and 29 years, which will further increase over the year and will have to be adjusted in the labour market. This huge youth bulge, he said, referring to the report, can be transformed from challenge to asset. One of the ways to do so is by investing in TVET.

Remarking on the vocational centres, he said the issue is less about quantity and more about quality. He suggested that trained people should be given roles in the centres. It is because of quality issue that Pakistanis who work in Gulf countries rarely advance above the jobs of drivers. If quality is enforced, the same Pakistanis will be applicable for different layers of jobs over there, he hinted.

Technical education should be demand-driven. "It should not produce graduates for the sake of producing alone", he said, adding that the country's need should be considered along with the inclusion of the private sector. The two, he implied, can work together. To this end, he gave example from Germany, where, he said, a company is "obliged" to offer on-the-job training to youth.

The ambassador underscored that TVET has greater importance for Pakistan in today's world. One, he said that the China-Pakistan Economic Corridor (CPEC) essentially boils down to jobs befitting technical education, whether it is about laying roads or creating economic zones. And two, young Pakistanis interested in working abroad can be facilitated by providing technical education in the first place. It will also cut down the path to illegal migration.

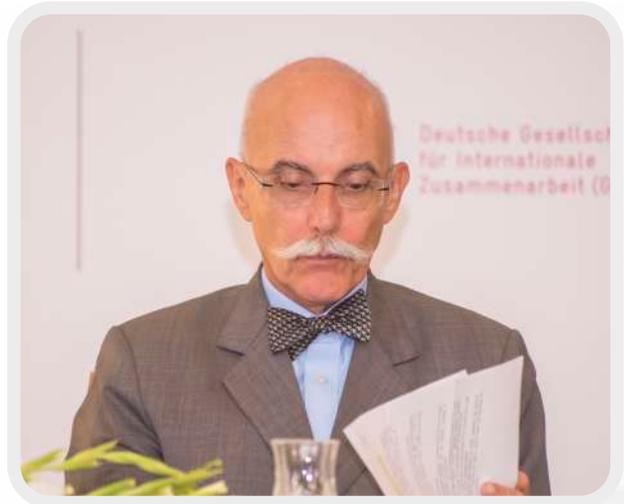
The ambassador called for embedding TVET in education sector. TVET, he said, starts at six years, when someone is a child in schools. He also recommended that gender mainstreaming be made important aspect of TVET. Overall, he argued that political will can play decisive role in investing in TVET.



## Remarks by H.E. Jean Francois Cautain, Ambassador of the European Union to Pakistan

In his opening remarks, he too underlined the importance of TVET for CPEC, saying that even though CPEC projects are yet to mature, skill sets are definitely in the demand.

He also brought to light another international economic initiative for Pakistan from which the country can benefit more by offering appropriate skills. European Union GSP-Plus provided Pakistan market access to EU. Pakistan has lately been benefiting from it but mostly in the traditional sectors like textile. The ambassador remarked, “If Pakistan wants to take full advantage of GSP+, it will need to invest in skills beyond the traditional ones.” Clearly, TVET can provide a boost. Moreover, this sector, with proper input, this sector can also support Pakistan in tapping the country's increasing Foreign Direct Investment (FDI).



## Remarks by Engineer Balig ur Rehman, Minister for Federal Education and Professional Training

The Hon. Minister for Federal Education Balig ur Rehman credited his government for offering course correction in the education sector in the last five years. When his government came into power in 2013, he recalled, militancy was at its peak, which damaged schools and decreased economic activity; government's spending was 1.9% of the GDP. Now, he said, the country is more peaceful, and investment in education has increased to 3% of the GDP.

He admitted that a lot still needs to be done, but at least foundation of some policies have been laid, which will now continue. For one, the government has announced the country's first TVET policy. Its rules, however, need to be implemented. Above all, the Hon. Minister also shared that a new law is being drafted under which apprenticeship fund will be created. The new law, which will override the existing law dating back to 1962, awaits cabinet approval.

Speaking in specifics about what his government did for TVET, he said the entire sector has been prioritized in education. Thus, funding was increased to 115 billion in five years. He admitted that more needs to be done. National Vocational Qualification Framework (NVQF) has been introduced, besides bringing in Competency-Based Training, which now assess the level of skills. In KP and Punjab, the Recognition of Prior Learning (RPL) has been introduced, which adds into certified labour force. Prime Minister's Youth Skill has been government's flagship project, under which 25,000 young people have been trained in 6-month course. So successful was this that the number of beneficiaries has been increased to 100,000, he said. These and many other steps, Mr. Balig said, changed the lives of people. Those in the extreme poverty secured jobs, while others started their own business, he said.

By focusing on TVET, the government was also able to address other discrepancies in education sector. Dropouts from schools were one of them. Pakistan has one of the highest school dropouts after primary education. The Minister said that new vocational secondary schools were created, which ended up bringing more than 5 million students in the schools.



He underlined that besides teaching youngster technical skills, soft skills and attitude should also be taught. Thus, whenever courses are revised, he said, it is ensured that elements like character building, reading, learning for life are integrated. Around 1,000 courses have been revised in line with international standards, he said. Yet access to TVET is a critical challenge; not many have access to the courses of their aptitude and liking.

One of the challenges to TVET sector anywhere in the world has been coordination among different provinces and administrative units. So is it with Pakistan, where education is a provincial subject after 2010. To improve coordination, the minister said, his government constituted Inter-provincial Minister Conference (IPM), which includes Islamabad, Gilgit-Baltistan, and four provinces. The IPM discusses policy matter, while its subsidiary council, National Curriculum Council, is tasked with developing curriculum.





# INTERNATIONAL BEST PRACTICES IN TVET

## Wang Fei, Director International Cooperation Division, China

Mr. Wang Fei presented that the following four components has remained integral to China's TVET sector:

- One, cooperation between technical school (also known as vocational schools in Pakistan) and enterprises is established. This cooperation is encouraged by the concerned ministry. It is a win-win situation for the state and industry: it meets the demands of enterprises as well as boosts development and employment.
- Two, the school-enterprise cooperation is strengthened by certain practices such as shaping the curriculum of the schools, adjusting the curriculum, developing the subjects and teaching them, delivering integrated curriculum together, building teaching group, sharing teaching resources, and evaluating students' capabilities together, among others. The idea is to involve enterprises (also known as industries in Pakistan) in a range of activities of TVET hitherto considered as the domain of the vocational schools only.
- Three, the cooperation taps experiences of both the sides. Thus, enterprises identify the current demands of the field, to which the schools have to cater, in conjunction with the enterprises. This way, a long-term relationship is established.
- Four, education is reformed to enhance the capability of students. The concerned ministry promotes integrated reforms, which are aimed at bringing the content up to the industrial standards.



## Ms. Zanariah Bint-i-Ahmad, Assistant Director, Ministry of Vocational Education, Malaysia

Building the case of investing in TVET, Ms. Zanariah said that the world over TVET is recognized as “an effective tool to end unemployment.” She quoted United Nations Educational and Cultural Organizations (UNESCO) strategy to this end, and referred to the findings of International Labour Organization (ILO) that calls for creating 475 million jobs to absorb the 73 million youth. “The purpose of technical education is not for work, but for life”, she summarized.



This global realization is also felt in her home country, Malaysia, where a plan has been rolled out to strategize jobs for the people. The country has envisioned “Vision 2020”, a plan of economic transformation. In this plan, TVET plays a pivotal role, she said.

To achieve the visions, Malaysia has made several changes, including in TVET. For one, existing schools have been converted into vocational colleges, which are now 85 in number. The goal is not to leave anyone behind. Only then can Malaysia become a high-income country.

Students aged 16 to 17 can opt for upper secondary schools or apply for industrial apprenticeship, where they are provided with hands-on experience. In addition to these, vocational colleges have been established for students between 16 to 20 years. These colleges provide 4-year learning diploma, after which they are given 5-months on-job training.

She underlined that Malaysia is also investing in soft skills. While knowledge, experience, or skills have their own value in judging one's competence, attitude raises one's profile exponentially. She summarized this in the formula:  $C = (K.S.E) A$

Key players influencing TVET are: the government, in terms of policies and funding; TVET institutions, for shaping industry-focused curriculum; and private sector, for providing employment to people.

She also argued that vocational education be thought of as a “life-long learning” process. Unlike conventional education, in which a graduating student works after completing courses, in the vocational education, one has to be engaged in a continuous cycle of study, work, and then study. This pedagogical structure enables policy makers to design policies on TVET.

## Dr. Namchul Lee, Senior Fellow of Korea Research Institute for Vocational Education and Training, South Korea

Dr. Namchul gave a first-hand experience of how technical education contributed in boosting economic growth. He linked his own country South Korea's economic rise in the last four decades to investment in education, especially vocational training. In the 1970s, Dr. Lee recalled, South Korea was a country of 32 million people, having gross domestic product (GDP) at 408 million dollars. By 2016, the population increased to 51.6 million. While population had jumped to less than two-fold, the country's GDP during that time skyrocketed to four times. This rise of GDP relative to population, he said, was owned to education. TVET was central to such education; even a separate VET track was announced, he said.



Dr. Lee shared the education structure of South Korea, drawing parallels with that of the US. After junior high school, a student can opt for vocational training, he said.

As with other countries, South Korea too builds on industry-academia cooperation, which he summarized as involving the “training of manpower to serve the needs of industry.” Special courses sought by the industry are also taught.

Dr. Namchul also threw light on South Korea's cooperation with Pakistan in a range of projects.

## Mr. Osman Nuri Gulay, General Director of Vocational and Technical Education, Turkey

Mr. Osman said vocational and technical Anatolian high schools are one of the types of school. Presently, 1 million students are enrolled in around 3,583 schools, making them into 27 students per class. 54 different fields are being taught.

Mr. Osman he enlisted some of the key recent measures of the Turkish government to bringing value to the VET sector. In addition to deeming apprenticeship education as compulsory education, the Turkish government has been providing support to work-based learning in company, issuing insurance of students against occupational accidents, giving the title of “technicians” to the trained students; and awarding extra points to those transitioning to vocational higher education. All these are practical steps, aimed at enhancing the utility of TVET, which otherwise not draw interests among students.

Turkey has also been embracing the needs of responding to workforce in modern times. For one, it is digitalizing workforce. Similarly, given that Turkey is recipient to one of the largest refugee population anywhere in the world, the vocational schools have incorporating them too. Mr. Osman said that the schools cater to 3.5 million Syrian refugees in Turkey, so that they are abreast with the latest training and can contribute in economic activities.

The challenge of reaching out to different administrative units is also overcome by signing partnerships. The central body dealing with technical education has signed agreements with 81 provinces for any university support, when required.

As with other participants, quality seems to be a major challenge in Turkey too. Mr. Osman says that “finding qualified workforce for the TVET sector” is a key challenge. Yet, in an innovative way, Turkey has been revising its school system by putting low-performing schools with the high-performing ones.



## Mr. Hans Ludwig-Bruns, HoP TVET SSP

Mr. Hans summarized the presentations given by international experts. He too underlined that the technical schools should meet the demands of the industry. But this goal, he said, is “easier said than done.” Yet there has to be some partnership between public and private sector, where the role of public is to set standards and provide the broader legal framework, the role of the private sector is to give jobs.

Similarly, the TVET sector should also consider the issues of relevance, quality, access, and quantity, besides including the marginalized groups, he said





# TVET LANDSCAPE IN PAKISTAN

## Dr. Nasir Khan, Director General (P&D), NAVTTC, Pakistan

Sharing a brief overview of the TVET sector in Pakistan, Dr. Nasir Khan said that the country has several training schools, including specialized industries such as for sporting in Sialkot, for hotel management in Faisalabad, and so on. Presently, there are 3798 public schools, and 2523 private one. He also mentioned some reforms brought in the TVET sector. “TVET reforms”, he said, “have been brought in both quantity and quality.”

Quantity includes increasing the number of schools, especially the specialized ones. Additionally, 5 more Centres of Excellence are targeted to be laid down.

NAVTTC also serves as secretariat of Prime Minister's Youth Skill Development Program, which will provide training to 100,000 youngsters.

As to quality, the goal is to attain standardization of training, in partnership with the industry. Trainees are now assessed on modern lines, by a panel of three examiners including two from the industry. He also said that on-job training is being ensured. Meanwhile, National Skill Strategy is presently being worked.

Dr Nasir termed job fairs as “game changers”. Young trainees from the schools are given opportunity to showcase their work at such fairs, which are attended by people from the industry too. The bright ones are given cash awards as well as a chance of getting recruited.



## Ms. Nosheen Muhydin, Director (SS&C), NAVTTC, Pakistan

One of the reformative measures taken in the TVET sector has been the National Vocational Qualification Framework (NVQF). Dr. Noshin highlighted why this framework was introduced.

Introduced first in 2015 and later revised in 2017, the NVQF provides a testing framework for technical education, taking into account quality goals. The need for this framework came in light of the discrepancies in the existing skill sets, she hinted. One, the conventional content focused too much on technical concepts, ignoring the day-to-day challenges arising at workplaces. Two, as much as the old one required revision, there was a realization of producing skills that fit the needs of today's and future's industry.



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Presently, there are four levels in attaining the national vocational certificate. Students accumulate credit, which show their performance; they can also transfer their credit from one school to another. A successful student is awarded a DAE diploma. Pointedly, students now have to take computer-based test, which measures their skills.

Those who want to opt for vocational training are assessed. Presently, there are three entry points for an interested applicant: work plan, life experience, and course-based learning.

She said that the skills being offered have to be in line with “national priorities and industrial demands.” To know which skills to impart, there is a need to analyze what the industry requires and what is present in the market. Only then can it be known which skill sets are required and how much.

## Mr. Muqem Ul Islam, Director General (SS&C), NAVTTC, Pakistan

Dr. Muqem Ul Islam touched on Recognition of Prior Learning (RPL), a process whereby skills acquired in an informal setup outside of the classrooms are assessed and recognized as per the NVQF level.

The need for such initiative was greatly felt in Pakistan where many young people are seen taking on vocational jobs away from proper schools. Dr. Muqem Ul Islam shared that in many vocational jobs in Pakistan, one of the basic forms of pedagogy and employability is of a supervisor teaching a young worker on the job. Teacher-student interactions, commonly called as Ustaad-Shagird, have been observed in professions of tailors, mechanics, and electricians, among other. Usually, young workers adopt the role of a student who is trained on the job by their supervisors acting as teachers.

RPL serves to accredit any prior learning. A student can enter vocational training via any of the three channels: formal, informal, and non-formal channels. Presently, 12 trades have been introduced for RPL. Students are given RPL certificates after their training. Because of RPL training, many saw their salaries increased.



## **Mr. Zubair Hashmi, Director General (A&F), NAVTTC, Pakistan**

It has long been realized that trainings designed by NAVTTC should be demand-driven, a point repeatedly said by different speakers. Precisely to address this realization, Dr. Zubair said, NAVTTC has established Sector Skills Councils.

A 15-member group in various sectors like construction, hospitality, textile and agriculture, including from the industry, the Council identifies gaps in curriculum, training delivery, monitoring and evaluation, and final assessment. Dr. Zubair said that this Council as playing the role of “a bridge between trained human resource and industry.”



The Councils also remind the need for producing human power of emerging mega projects such as CPEC.

## Mr. Hafeez Abbasi, Director (JPC/NSIS), NAVTTC, Pakistan

Mr. Hafeez Abbasi said that the main purpose of TVET or its reforms was to ensure that those graduating from the centres get jobs. The main concern, he said, was joblessness – a point made in the start of the conference about youth bulge amid economic slump.

Realizing this need, NAVTTC established a sector dedicated to job placement two years ago.

Presently, a database of skilled jobs is being constructed. The sector builds CV of job-seekers, putting them in touch with job providers including overseas. Dr. Hafeez said that before this sector was in place, employability percentage was 35 to 40%; now, it is over 70%.





# INDUSTRY ENGAGEMENT IN TVET PAKISTAN'S CONTEXT

## Mr. Zahidullah Shinwari, President CCI, Peshawar

Zahid too stressed upon the need for investing in TVET on “war-footing level” to meet the incoming challenges and opportunities. These opportunities, he said, are coming in the face of projects like CPEC, while the challenge, he said, comes in the shape of rapidly-changing technology. If there is investment in skilled labour, he said, Pakistan's remittances will increase further.

Yet, he wondered if that is being done so. Skilled workers, he said, are not available to cater to the manufacturing sector, despite the fact that the growth in manufacture sector is low.

A businessman himself, he responded to the concern that the industry is not playing a collaborative role in the technical education training.

He accepted that the 2016 Act calls for involving private sector in the board, reality is that members from the private sector have to resign.

He said the training and testing material are not appropriate to the practical needs of the market. It appears students are taught with 80% theory and only 20% practice. “A person who is apt for welding is given non-welding skills”, he said. Industry thinks the skills provide are not worth hiring, he clarified. High-technology sector skills are completely missing.

Additionally, he said, those who undergo training are not taught about worth ethics and productivity. Resultantly, he noted, “one Chinese work equals ten Pakistanis” in terms of output.

He called for establishing credibility of the training, so that the certificates are accepted by the industry. There is also a need to conduct research into professional teachers. Perhaps, the services of national and international trainers can be sought.

On the role of NAVTTC, he said while it has been doing positive work, there is also a need for looking at weaknesses. To this end, he called for establishing research centres that critically analyzes the performance of NAVTTC.



## Mr. Abbas Ali Sharif, Chairman Amreli Steel Ltd

Mr. Abbas also reiterated that the training institutes need to cater to the need of the demand.

On the nature of jobs the training institutes have been producing, he said these are mostly low-paid menial jobs, wondering if that is even sustainable. He asked, “Industry is only being given peon and tea makers; how many of such people can the industry take in?” The greatest challenge, he said, is finding the right instructors. Practical know-how of technologies and tools is critical.

Another challenge emanates from the perception of TVET jobs. “Mothers and parents do not want their children to take vocational training jobs”, he put, suggesting this needs to be solved. Mr. Abbas recommended that media should devote at least 15 minutes per day on vocational training.

Speaking on the importance of CPEC, he suggested that mandarin Chinese should be made part of vocational training.



## **Ms. Falahat Imran, President Women CCI, Lahore**

Ms. Falahat called for greater cooperation between industry and vocational centres to produce high-quality products. Industry, she said, “is primary consumer of TVET graduation.” She recommended that the capacity of TVET teachers be built.



## **Mr. Sikander Mustafa, Chairman Millat Group of Companies**

Mr Sikander also warned of the youth bulge, saying that 100 million young people require training. This, he said, “is a huge task.”

One of his key suggestions was to bring in new technology and then letting industry train on that technology, rather than imparting training beforehand.

He also called for assessing the need of the market, providing quality education, training teachers, setting standards, and undertaking research, besides coordinating with the private sector.



## Dr. Sania Nishtar, Former Minister for Education

Ms. Sania Nishtar started her speech by reinforcing that the trajectories of many countries' growth clearly show the centrality of TVET. It was TVET that led to massive growth, and then enabled for equitable distribution, she said. Even a developing country like Bangladesh has now been capitalizing on their vocational sector for the garment industry. Similarly, Sri Lanka and Philippines saw growth by making a niche for themselves.

Pakistan too needs to invest in this sector, now that some projects are in the offing. "With CPEC", she said, "We are at the cusp of opportunity." That is why TVET is required.

While industry-government partnership is critical, there are certain issues that impede such collaboration. The quality of trainings is questioned; industry's demands are not met; so on. As a result, the private sector even pulled out of the board.

She called for exploring what is it the government needs to do and what is it that the private sector needs to do. Public sector, for one, is supposed to chart out policy, issue norms, and stamp accreditation. The industry, on the other hand, argues that the sector has no impact on them. That gap, she said, can be bridged easily. A database of job-seekers and job-providers can be built.

Similarly, to increase awareness and access, there is a need to invest in disseminating information. New information tools are to be looked into.

Dr. Nishtar said that TVET sector can also take benefit from other government departments such as ministry of food and agriculture, ministry of science and technology, and ministry of information.

However, she warned against doing same tasks at different administrative unit. Federal government should not do the same things as of provincial government. Federal government should better set standards, while it is the provincial government that should partner with industry.

She also called for increasing funds to TVET, saying there is no reason why it should not be given funds at par with HEC.





# BEST PRACTICES IN TVET

## Dr. Karsten Feuerriegel, Senior Advisor Vocational Training in North and East of Sri Lanka

Dr. Karsten He started off by saying that in Germany, a student is supposed to get 10 years of primary schooling, followed by 3 years of high school. Afterwards, student has three options: higher education, dual system, or vocational system.

Then, Dr. Karsten explained the “dual system” of apprenticeship in Germany, which is about placement of young trainees with employers who serve as trainers. Over 50% of school graduates enter dual system. Young students interested in the system are supported by the government too. Information about relevant companies is shared with them. Each student is given around 850 euros.

Moreover, employers are motivated too. They are linked with a certified to select appropriate candidates. 5% of employers are trainers. Vast majority are small and medium employers. In the long-run, he said, 90% of the cost is retained. It also ensures their adherence to corporate and social responsibility.

A critical challenge is to find the right company for trainee. Yet this system works because of long-standing industry of traders. It represents both chambers and labour unions, he said. For a trainee, the entry points to occupation could thus be through education or work in the first place.



## Mr. Craig Robertson Alexander, CEO of TAFE Directors, Australia

Mr. Craig proudly shared that Australia is member of World Federation of Colleges and Polytechnic. In 2018, Australia is hosting World Congress on TVET too.

He said in Australia, there are different models of apprenticeship. He defined apprenticeship as “cooperation between employer, trainee, and training organization.” Apprenticeship requires going through training, he said, suggesting that the two are greatly interlinked. As of now, higher-level apprenticeship is provided.



## Mr. Kenneth Henry Webb, Principal and Chief Executive of South Eastern Regional College, United Kingdom

Mr. Kenneth said that TVET sector in Britain serves to help business growth. It is the idea of conceiving the entire sector as a “simple business model” that works, and called for others to do so. His home country Britain, he said, has introduced “high-level of apprenticeship model, going from high unemployment to full employment.”

It has been achieved by introducing vocational courses at various levels. He also argued that apprentices must be paid minimum wage.

Stressing industry-college cooperation, Mr. Kenneth said that even in Britain the best colleges are those that have worked with employers to agree on module. Industrial experience is critical in identifying skills and progress.



## Mr. Jagath Basnayake, Director General National Apprentice and Industrial Training Authority (NAITA), Sri Lanka

In his presentation, Jagath Basnayake said that in Sri Lanka, an act was passed in 1971, which calls for the state to provide vocational training under apprenticeship scheme. He said that under this scheme, students are exposed to “real work life situations” and are equipped with “necessary skills that intensify their job need.” He said they also conduct stakeholder analysis in every district; meanwhile, appreciation awards are also given for industrial service.





# PLENARY DISCUSSION

Participants were divided into four groups, each group comprising of representatives of industry, NAVTTC officials, and international experts. Each group was given a topic to deliberate upon. Below are the findings of each group:

### **Group 1: Industrial engagement for effective TVET delivery: Obstacles and Opportunities**

#### **Obstacles:**

- There is serious trust deficit between industry and government sector.
- Industry is largely unaware of the need of engagement on the TVET sector.
- Roles and responsibilities of different stakeholders are ambiguous.
- Legal framework or mechanism about the sector is not up-to-date.
- TVET is seen as last option by the youth signing for it.
- Strong informal sector exists simultaneous to TVET, reducing its appeal.

#### **Opportunities:**

- There is a need to raise awareness of existing incentives for the industry, should they engage on TVET.
- Existing trainings by the industry need to be formalized.
- The most successful but small models can be piloted.
- Clear-cut incentives should be given to the industry, such as in the form of tax relaxation.
- A centralized database having particulars of all those trained, should be created.
- Advocacy and awareness activities be carried out to increase the appeal of students towards TVET.



## Group 2: Enhancing employability through industrial linkages: Issues and challenges

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### Issues:

- There is a mismatch between competencies offered and industry demands.
- Link between schools and industry is missing.
- There is no policy that commits industry to invest in TVET.
- Donors supporting TVET reforms in Pakistan also lack links to the industry.
- Industry has no say in TVET policy.
- Industry is not satisfied with the quality of apprentices produced by NAVTTC.

### Response:

- Regular survey should be conducted to assess the needs of the market.
- Basic skills should be made mandatory part of the curriculum and training.
- A central database linking jobseekers with job-providers should be established.
- NAVTTC should share information with the industry on regular basis.
- Learning ability of students should be focused.
- Industry should be given incentives to engage in TVET.
- Industry should be made to commit delivering on TVET, such as accepting a certain amount of students. To this end, MoU can be signed with NAVTTC and industry. Some sort of policy or law can be passed to commit industry in this regard.
- Private sector should have a say at all level of TVET.
- TVET policies should be industry-friendly.
- Industry should be given incentives for hiring apprentices. One suggestion is of tax remission; another is relaxation in energy supply. There can be other ways.
- Students can be screened for their aptitude before giving them any training.
- Most of the teachers hired for training should have industry experiences.
- Only certified people should take on the vocational jobs.
- Industries should be asked to fulfill their corporate social responsibilities.



## Group 3: Industry's role in training and placement – Gaps & solutions

### Gaps

- Some countries require only specific types of skills. In Saudi Arabia, manpower is only of construction workers. Some countries producing trainee on the other hand do not produce the ones required by other countries.
- The type of visa issued for the person can also become an issue. There is a difference between workers visa and technical expert visa. Some countries may have their own preferences.
- Basic skills of Pakistani workers working in Gulf countries is considered as low, compared to other South Asian countries.
- Relevant and quality workforce is often missing.
- There is no national policy on the role of industry in training and placement.
- Industry often looks for fresh candidates/labour.

### Solutions

- Soft skills should be embedded in the curriculum. Such skills should aim at invoking critical thinking too.
- On the job training should be made part of the work.
- Focus on semi-skilled manpower for abroad.
- For foreign jobs, English language is preferred; it should be invested in.
- Trainings can be offered in the industry to deal with the absence of quality.
- Skill certification body can be established, and certification endorsed.
- A committee can be set up to discuss how to bring reforms.
- Strong collaboration with industry is must.
- Industry can be engaged in training and curriculum design.



## Group 4: Successful implementation of apprenticeship system – Impediments and way forward

### Impediments

- There is no mandatory system to hire apprentices;
- Quality of the system is compromised;
- Industry is reluctant to hire apprentices;
- There is lack of incentive for the industry to hire apprentices;
- Industry wants to determine their own wages for the apprentices;
- There is no written contract to engage apprentice;
- There is no minimum qualification standards to hire apprentice;
- There is no link of industry with the institute.

### Way forward:

- Incentives should be provided to the trainer;
- Performance appraisal be carried out of the apprenticeship systems in place;
- Training cost can be shared;
- Besides technical education, minimum standard of education like mathematics and English be provided;
- The progress of apprentice should be followed;
- A proper tripartite contract should be signed;
- Trust building activities be undertaken;
- Quality assurance mechanism be undertaken;
- Health, safety and rights of apprentices should be ensured;
- Apprentices should be given certificates upon successful completion of the trainings.







## DISCUSSION ON REGIONAL EXPERIENCES

## Dr. Ramhari Namchul Lee, President of Asia Pacific Accreditation and Certification Commission (APACC)

He argued that TVET directly contributes into enhancing development, saying that if education is key to development, TVET is the "master key." He summarized TVET as a skill combination of 3 H's: hands, heads, and hearts. He said the challenges to TVET sector comes from mismatch between industry demand and TVET supply, the fast-changing pattern of labour, financing of the sector, and social recognition of the TVET jobs. Dr. Namchul Lee also shared how different regions in the world have different sector share of employment: South Asia for instance has a key presence of agriculture, while development economics have that of services sector.



He enlisted some of the essential skills that are in need in today's demand. These involve technology literacy, social responsibility and ethics, oral and written communication skills, civic literacy and citizenship, problem solving, creativity, teamwork, among others. These, he said, are more than core skills that are often imparted to students. Where core subjects like English, Economics, and Science were taught in the past, the new trend demands literacy in practical engagements related to civic, health, and financial matters. Students should also know how to extract information or engage with media.

Dr. Namchul Lee justified investment in such skills, saying that in the US in merely ten years, there was a drastic shift from manufacturing jobs to service sector jobs. The job patterns, he said, has been changing. At the same time, these skills enable students to improve their socio-economic condition.

He concluded that the "the skills we impart to the graduates in 21st Century must must prepare [them] for, marketability, employability and readiness for citizenship having technical, digital, entrepreneurial and social skills."

In the ways forward, he too called for regularly assessing market needs, developing competency-based courses, preparing teachers for new courses, preparing labs and workshops, imparting knowledge and skills both on core and soft skills, conducting regular monitoring and evaluation, and ensuring public-private partnership on the TVET sector.







# CLOSING SESSION

## Closing Session

The two-day international conference on technical and vocational education and training (TVET) reform in Pakistan with active participation of delegates from 20 countries concluded at the Aiwan-e-Sadr (President House).

President of Pakistan Mr. Mamnoon Hussain was the chief guest of the closing ceremony of this conference apart from the Federal State Secretary for Education and Professional Training, senior management and practitioners from the national TVET agencies, a large number of international TVET experts from various countries participated in the conference.

Speaking at the ceremony, President Mr Hussain said that “I see the skilled youth as the backbone of this country for the effective human resource management”. “Youth trained as per the industry-demand is the only tool for employment, social engagement, coherence, prosperity and well-being”, Hussain opined.

Executive Director NAVTTC Zulfiqar Ahmad Cheema speaking at the occasion showed his gratitude for the participation of all the international and national delegations from as many as 20 countries including Germany, Australia, United Kingdom, Ireland, Singapore, South-Korea, Turkey, Sri Lanka, China, Belarus, Malaysia, Qatar, United Arab Emirates, Philippine etc. He mentioned that the exchange of best practices has not only assisted NAVTTC to learn about international TVET trends but has also motivated for various interventions to bring more development in the country.

Executive Director NAVTTC Mr Cheema also mentioned that the support of the international development partners like European Union, Germany and Norway has always been highly significant.

## Conclusion

Merely a day before the conference was conveyed, the UNDP's office in Pakistan released the much-awaited report on human development, focusing primarily on youth. The report calls for orienting youth with three E's: employment, education, and engagement. All three form a direct interface with technical education, in which the government needs to invest to be able to turn the huge "challenge" of youth bulge into "asset." Only then can Pakistan tap the opportunities.

Taking technical training forward is clearly not the domain of any one stakeholder, as this conference shows. Industry has to step in. The government can even enable the industry under new regulatory framework. However, any attempt of imposing penalty or "binding" the industry may backfire; instead, those willing to take the role be given incentives. A regulatory framework has to be industry friendly.

It was striking to note that while NAVTTC complained of the industry's tepid response in TVET development, representatives of the industry

bemoaned about the lack of qualified studies. Both are seeking out the best from each other. There can be ways of shared expectations.

Industry will be eager to partner, should quality of the training and education improve. To be sure, for all the talks on quality, achieving that is not easy. Even in countries with well-established apprenticeship system that remains a challenge; these countries have adopted innovative ways of learning from each other. The focus is not merely curriculum, but trainers, teachers, and so on. Monitoring quality is regular activity. Industry itself can provide helping hand.

Access of TVET can greatly increase with awareness. While it is part of education sector, it rarely finds the same attention as other education tiers, despite that hardly 17% students acquire secondary education. Prioritizing the sector in the shape of more public funding will give the sector a major fillip.

# Recommendations

- **Introduce TVET sector as a key solution to Pakistan's economic and internal security goals and plans.** It is important that the TVET sector remains as an integral part of Pakistan's economic plans such as Vision 2025. TVET discourse should be used profusely in this sector. Similarly, given the strong co-relation between security and economy in some aspects in Pakistan, TVET development as a solution should also be introduced with relevant departments. It should be specified with the departments which use the broad term of “education reforms” for any societal challenge.
- **Design TVET initiatives that focus exclusively on marginalized groups.** Women's participation in workforce can be increased by not only making them part of the mainstream TVET programs, but also through programs directed in specific for them. The younger generation of religious minorities who are unwilling to take the stereotypical jobs such as sweeping in the case of Christians should be engaged too. Persons living with disabilities should be focused too, given the denial of economic opportunities inflicted on them by their disability.
- **Design a new regulatory framework that caters to the need of the modern times.** It is reported that a new law is already pending with the cabinet. It can be passed immediately or after the elections. It should be ensured that the framework is industry-friendly.
- **Develop clear policy on engaging industry on all aspects of TVET development.** It is important to engage the industry not in any single aspect, but all, starting from curriculum to evaluation of students. A win-win approach be sought between public and private sector, where the public provides the students, and private provides the jobs.
- **Debate whether industry should be legally committed to recruit apprentice.** Opinion is divided whether the industry should be made bound to hire trainees; even those who are in favour argue that in such a case, incentives should be given to the industry. Any legal commitment should aim at ensuring its strict adherence; poor implementation will otherwise dent the credibility of the framework.
- **Engage private industry in ensuring quality of the training.** Private sector can be asked to review curriculum, provide input in the design of new curriculum. It can also be asked to commit or identify resource persons who can, in turn, training at the vocational centres.
- **Give students opportunity to gain practical knowledge.** They can get such skills by learning first-hand on technology in the vocational centres or during the job. More content from practical side should be made part of curriculum.
- **Invest in building brand name of the certified trainees.** It will help in increasing the demand of the certified trainees. However, imposing any compulsion that certified trainees be hired, can lead to fake certifications.
- **Teach soft skills and new language.** Soft skills involve those tools that enable them to critically think and learn on their own. Problem-solving skills can be introduced too. A parallel track of languages can be introduced too; potential languages are English, Arabic, and Mandarin (Chinese).

- **Regularly assess market needs.** The demands of industry keep on changing with the advent of new technology or projects. Even the best intentions of the government to engage the private industry do not produce the desired results. A special centre or task force primarily responsible for producing the needs of the market be established, which should carry out survey on regular basis and release its findings.
- **Establish a centralized database.** This database should have list of all job seekers, their profile, as well as of the job providers.
- **Coordinate with other government departments.** While NAVTTC does engage with provincial TVET bodies and, increasingly with chambers nation-wide, its engagement with other departments and ministries is not much known. This despite that many of them do the work that can benefit TVET sector. Some of them have even set their own standards. Coordination with them is essential too. If required, a coordinating authority may be assigned inside NAVTTC for this person.
- **Project job requirements for mega initiatives.** To tap the potential of CPEC and EU's GSP-Plus, appropriate skills should be produced so as to seek employment in jobs beyond the traditional ones being offered.
- **Raise awareness on the importance of TVET.** To increase enrolment in TVET, it is important that the perception of TVET jobs is improved. To this end, parents can be sensitized. Similarly, media can be asked to dedicate some part of their daily program to TVET sector.





**ANNEXURE I:  
PROGRAM OF CONFERENCE**

## International TVET Conference - 2018, Pakistan Schedule / Program

First Day - 3rd May, 2018		
Time	Activity	Speaker
10:00am - 10:05am	Recitation from Holy Quran	-
10:05am - 10:15am	Welcome Address	Zulfiqar A. Cheema Executive Director NAVTTTC, Pakistan
10:20am - 10:30am	Address by Ambassador EU	Mr. Jean Francois Cautain Ambassador EU
10:30am - 10:40am	Address - Development Partner	Mr. Martin Kobler Ambassador of Germany
10:40am - 10:50am	Address - Development Partner	Mr. Tore Nedrebø Ambassador of Norway
10:50am - 11:00am	Address by Chief Guest - Minister for Federal Education & Professional Training	Engr. M. Baligh ur Rehman Minister for Federal Education & Professional Training Pakistan
10:50am - 11:00am	Address by Chief Guest - Minister for Federal Education & Professional Training	Engr. M. Baligh ur Rehman Minister for Federal Education & Professional Training Pakistan
11:15am - 11:40am	Tea Break - Photo Session	
<b>International Best Practices in TVET</b>		
11:40am - 11:50am	Industrial Growth through TVET	Mr. Wang Fei, Director International Cooperation Division, China
11:50am - 12:00pm	TVET - An Effective Tool to Overcome Unemployment	Mr. Fauzi Bin Abdullah, Malaysia
12:00pm - 12:10pm	Industry-TVET Partnership and Korea's Sustainable Development	Dr. Namchul Lee, South Korea

12:10pm - 12:20pm	TVET Contribution in Poverty Alleviation	Mr. Osman Nuri, Director General of Technical and Vocational Education, Turkey
12:20pm-12:40	Wrap Up & Q&A	Mr. Hans Ludwig- Bruns, Head of Programme TVET SSP
12:40pm - 12:50pm	Tea Break	
<b>TVET Landscape in Pakistan</b>		
12:50pm - 01:10pm	Introduction and TVET Reforms in Pakistan	Dr. Nasir Khan, Director General (P&D) NAVTTTC, Pakistan
01:10pm - 1:20pm	National Vocational Qualification Framework (NVQF)	Noshin Muhydin, Director (SS&C) NAVTTTC, Pakistan
1:20pm - 1:30pm	Recognition of Prior Learning (RPL)	Muqem Ul Islam, Director General (SS&C) NAVTTTC, Pakistan
1:30pm - 1:40pm	Sector Skill Councils (SSC)	M. Zubair Hashmi, Director General (A&F) NAVTTTC, Pakistan
1:40pm - 1:50pm	Job Placement & Career Counseling	A. Hafeez Abbasi, Director (JPC / NSIS) NAVTTTC, Pakistan
<b>Q&amp;A</b>		
01:50pm - 02:30pm	Lunch Break	

Time	Activity	Speaker
02:30pm - 03:30pm	Strengthening Industrial Linkage for TVET Development in Pakistan	Mr. Sikander Mustafa, Millat Group of Companies  Dr. Sania Nishter Former Minister for Education  Mr. Abbas Ali Sharif Chairman Amreli Steels Ltd  Ms. Falahat Imran, President Women CCI, Lahore  Mr. Zahid Ullah Shinwari, President CCI, Peshawar
<b>Q&amp;A</b>		
03:30pm	Tea Break	
<b>Best Practices in TVET</b>		
03:45pm - 04:00pm	Dual Training System - Strength & Effectiveness	Dr. Karsten Germany
04:00pm - 04:15pm	Role of Industry in Apprenticeship Training - Successful Model of Australia	Mr. Craig Robertson, Chief Executive Director, TAFE Directors, Australia
04:15pm - 04:30pm	Successful Implementation of Apprenticeship - British Experience	Mr. Kenneth Henry Webb, Principal & Chief Executive of South Eastern College (SERC), United Kingdom
04:30pm - 04:45pm	Industry's Role in TVET Development	J.C.K. Basnayke, Director General NAITC Sri Lanka

04:45pm - 05:00pm

Wrap Up &amp; Q&amp;A

Mr. Raja Saad Khan,  
National Deputy TVET  
SSP**05:00pm****Closing of First Day Activities**

05:00pm

City Tour

07:30pm

Departure for Dinner at Margalla Hills (Monal), Islamabad

**Second Day - 4th May, 2018**

08:30am

Departure for Construction Technology  
Training Institute (CTTI) Islamabad

09:00am

Visit of CTTI Islamabad

11:30am

Departure for Marriot Hotel, Islamabad

**12:00am - 1:00pm****PLANERY DISCUSSIONS**

1

Industry Engagement for effective  
TVET Delivery Obstacles and OpportunitiesFacilitator: Hina  
Fouzia/Rapporteur:  
Arif Mukhtar

2

Enhancing Employability through  
Industrial Linkages: Issues and ChallengesFacilitator: Qazi  
Farid/Rapporteur:  
Omair AbuBakar

3

Industry's Role in Training and Placement  
Gaps & SolutionsFacilitator: Sonia/  
Rapporteur: GulCheen

4

Successful Implementation of Apprenticeship  
System - Impediments and Way ForwardFacilitator: Naeem  
Akhtar/ Rapporteur:  
Umar Baba**1:00pm - 2:30pm****Lunch Break****Recommendations of Panel Groups**

2:30pm - 03:30pm

Wrap-up & Recommendations  
of Five Panel Groups

Four Moderators

**Regional Best Practices**

03:30pm - 04:15pm	Maximizing Regional & International Cooperation for enhancing youth Employability	Representative From China and Turkey Mr. Hariram, DG CPSC
04:15pm	Departure for Presidency for Closing Ceremony	Representative From China and Turkey Mr. Hariram, DG CPSC
<b>Closing Ceremony</b>		
05:30pm - 06:30pm	Certificate Distribution & Closing Ceremony	Executive Director, NAVTTC Pakistan Chief Guest: President of Pakistan, Mamnoon Hussain
06:30pm	<b>Closing of Conference</b>	
07:00pm	<b>Departure to Saidpur Village for Dinner</b>	

**ANNEXURE II:  
LIST OF  
INTERNATIONAL DELEGATES**

S. No.	Names of Participants	Country	Organization/Designation
1	Mr. Kanat Balmagambetov	Kazakhstan (Astana)	Vice-Minister of Education and Science of the Republic of Kazakhstan
2	Mr. Craig Robertson Alexander	Australia	CEO of TAFE Directors Australia Chairperson of the World Federation of Colleges and Polytechnics
3	Mr. Hamood Salim Mohammed	Sultanate of Oman	Ministry of Manpower/Director of Vocational College
4	Mr. Tek Bahadur Malla	Nepal	Director, Technical Division, CTEVT
5	Mr. Hassan Jafari	Iran	Director of Entrepreneurship and Industry Relations, Faculty member, Material Engineering Dept., Faculty of Mechanical Engineering, Shahid Rajaee Teacher Training University (SRTTU), Iran
6	Mr. Ki Seung Ryoo	Republic of Korea	Deputy Director at Human Resources Development Service of Korea Professor at Global Institute for Transferring Skills (GIFTS)
7	Dr. Ramhari Lamichhane	Philippines	President of Asia Pacific Accreditation and Certification Commission (APACC)
8	Mr. Valeri Golubovski	Belarus	Rector of the Republican Institute for Vocational Education (RIPO), Minsk, Belarus
9	Mr. Bader O A A E Alazemi	State Of Kuwait	Supervisor, of professional Accreditation Department of Public Authority
10	Mr. Faiziddin Kurbonov	Tajikistan	Head of Internal Audit, Department of M/O labour, Migration and Employment.
11	Muhammad Enam ul Haque	Bangladesh	Research Fellow, Institution of Diploma Engineers, Bangladesh (IDEB)

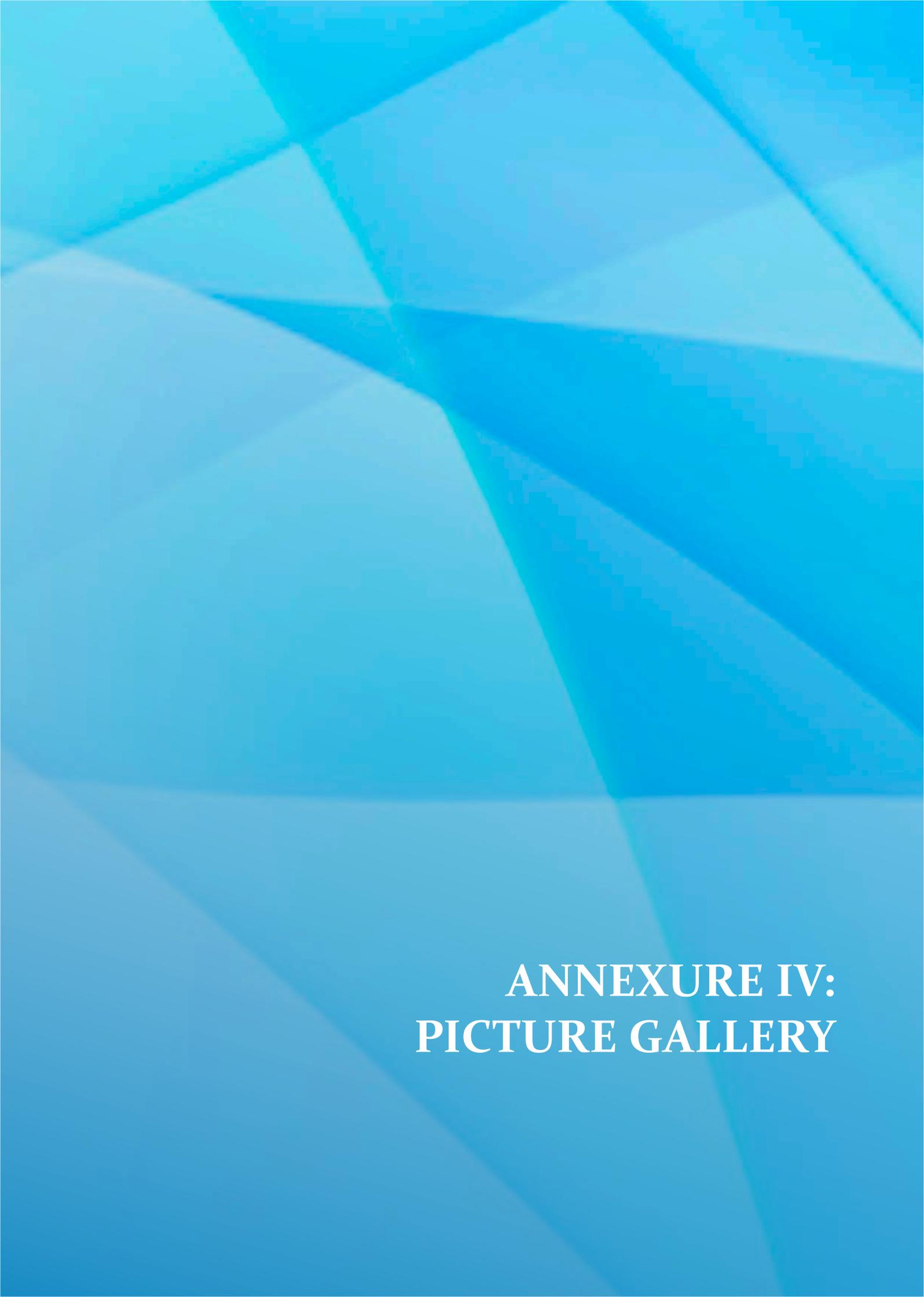
S. No.	Names of Participants	Country	Organization/Designation
12	Dr. Recep Altin	Republic Of Turkey	Head of Department at the Ministry of National Education General Directorate of Vocational and Technical Education
13	Mr. Osman Nuri Gulay	Republic Of Turkey	General Director of Vocational and Technical Education
14	Mr. Kenneth Henry Webb	Ireland Dublin	Principal and Chief Executive of South Eastern Regional College (SERC)
15	Ms. Hissa Abdulla A M Al-Abdulla	Qatar	Education Consultant for Planning and Quality Department. Ministry of Education and Higher Education
16	Xiaoxi Chen	China	Senior Technician
17	Yuan Zhang	China	Professor and Dean of Vocational Education College of TUTE
18	Ms. Qian Xiaoyan	China	Deputy Director General of International Cooperation Division
19	Mr. Wang Fei	China	Director of International Cooperation Division
20	Mr. Khalid	Dubai	Head Of HR Section Transguard group of Dubai
21	Mr. Ali Abdul Razaq Al Emadi	Qatar	Exotic Group
22	Ms. Fatima AlQassadi	Qatar	North Field Training Center
23	Mr. Jagath Basnayake	Sri Lanka,	Director General and Director Training of National Apprentice and Industrial Training Authority (NAITA)
24	Dr. Karsten Feuerriegel,	GIZ Adviser in Sri Lanka (Germany)	Senior Advisor, Vocational Training in North and East of Sri Lanka

S. No.	Names of Participants	Country	Organization/Designation
25	Mohammed Al Kaabi	Qatar	Advisor IN The Strategic Center for Consultancy and Technology SCC
26	Liaqat Amin	Qatar	Executive Director Operations The Strategic Center for Consultancy and Technology (SCCT)
27	Dr. Namchul Lee	Korea	Senior Fellow of Korea Research Institute for Vocational Education and Training (KRIVET)
28	Mrs. Malkanthi Jayawardana	Sri lanka	Director General Tertiary and Vocational Education Commission
29	Nilanthi Sugathadasa	Sri Lanka	Additional Secretary (Vocational Training) Ministry of Skills Development & Vocational Training
30	Dr. Adam Usher	Australia	Manager Education , Melbourne Polytechnic Australia
31	Mr. Amer Smadi	Saudi Arabia	Director, Support Services, BACS
32	Mr. Birol Cetin	Turkey	Vice President TIKA
33	Dr. Hassan Jafri	Iran	Director of Entrepreneurship & Industrial Relations SRTTU
34	Hamad Salim AL-Shikily	Iran	Principal, Vocational Training Center, Seeb
35	Zanariah Hj. Ahmad	Malaysia	Ministry of Education, Malaysia



**ANNEXURE III:  
MEDIA COVERAGE**





**ANNEXURE IV:  
PICTURE GALLERY**













For further information:

**TVET Sector Support Programme**

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