



TVET SECTOR SUPPORT PROGRAMME

NEWSLETTER JAN-JUN 2018



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Newsletter Jan-Jun 2018

**TVET SECTOR
SUPPORT PROGRAMME**

- Programme Updates
- Pakistan approves first-ever TVET policy
- Engaging private sector for growth and employability | 2nd International TVET Conference-2018
- Industry-led vocational trainings launched in Sindh and Balochistan
- NAVTTC, FPCCI agrees to promote Pakistan's first-ever National TVET Policy
- NVQF roll-out across Pakistan
- TVET to bring job opportunities for youth in KP
- Promotion of TVET is a priority for GB government
- Training programme launched to improve management skills
- Hundreds of skilled youth got jobs in industry
- Beyond chalk and board!



IN THIS EDITION

LIST OF ACRONYMS

AJK	Azad Jammu and Kashmir	NSU	NVQF Support Unit
CBE	Competency Based Education	NVQF	National Vocational Qualification Framework
CBT	Competency Based Training	OBE	Outcome Based Education
CBT&A	Competency Based Training and Assessment	OJT	On-the-Job Training
CPEC	China Pakistan Economic Corridor	PLC	Programmable Logic Controller
FATA	Federally Administered Tribal Area	PVTC	Punjab Vocational Training Council
FPCCI	Federation of Pakistani Chambers and Commerce and Industry	QIE	Quaid-e-Azam Industrial Estate
GB	Gilgit Baltistan	RPL	Recognition of Prior Learning
GDP	Gross Domestic Production	SSC	Sector Skills Council
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit	TIMT	TVET Institution Management Training
KP	Khyber Pakhtunkhwa	TVET SSP	TVET Sector Support Programme
MoU	Memorandum of Understanding	TVET	Technical and Vocational Education and Training
NAVTTTC	National Vocational and Technical Training Commission	TVETA	Technical and Vocational Education and Training Authority
NSIS	National Skills Information System	USA	United States of America
NSS	National Skills Strategy	VCJP	Vocational Counselling and Job Placement



TVET SECTOR SUPPORT PROGRAMME

Human capital, energy and agriculture and are some of Pakistan's potentials, which have not yet been sufficiently used due to lack of required skilled workforce. The current of the population of Pakistan is approximately 200 million out of which 48.76 percent are women. Nearly 17 percent of the youth complete secondary education and a very small percentage acquire employable skills. Majority of the young people drift off into the informal sector and learn various vocational skills through the traditional *Ustad-Shagird* system.

Annually, 3 million young people enter the job market, but as of 2015, there are only 476,850 places available in the formal Technical and Vocational Education and Training (TVET) through 3,581 institutes across Pakistan.

Apart from this mismatch between demand and supply, even quality and relevance of the training delivered is not according to the demands of the job market. To improve access, quality, equity and relevance of TVET, the Government of Pakistan embarked upon a comprehensive reform in 2011 with the support of the European Union and the governments of Germany, the Netherlands and Norway. The first phase of the reform, which is based on the National Skills Strategy (NSS), has ended in December 2016. During this period a number of milestones were achieved such as national TVET Policy, National Vocational Qualifications Framework (NVQF) and the introduction of Competency Based Training & Assessment (CBT&A) etc.

The second phase of the TVET Sector Support Programme has been launched in January 2017 for another five years. The Programme is supported by the European Union, the Federal Republic of Germany and the Royal Norwegian Embassy. The overall objective of the Programme is to improve governance and private sector participation in the TVET sector to increase quality skill development that meets the demand of the labour market.



48.76%



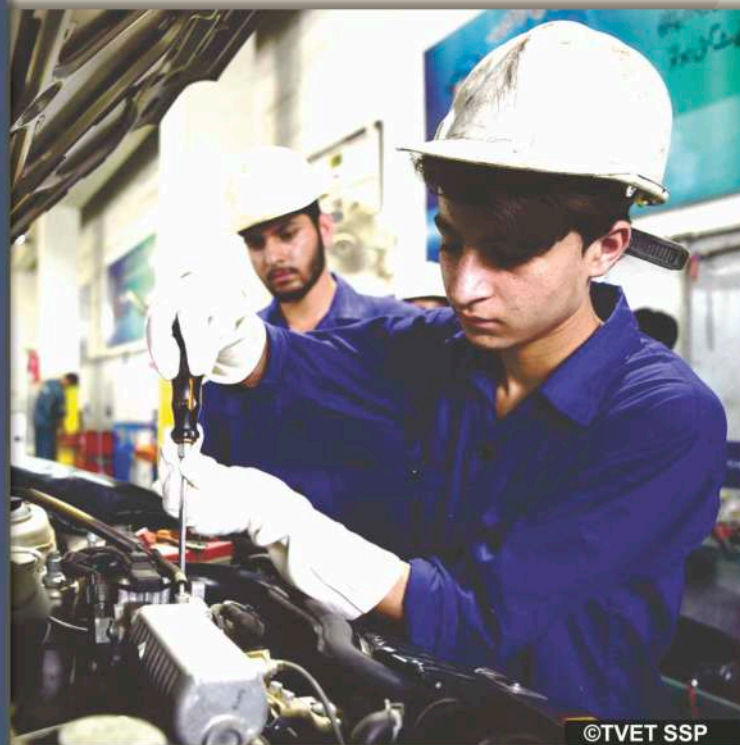
3 million young people enter job market per year



Mismatch between demand & Supply exists



Second Phase of the TVET SSP launched -Jan 17



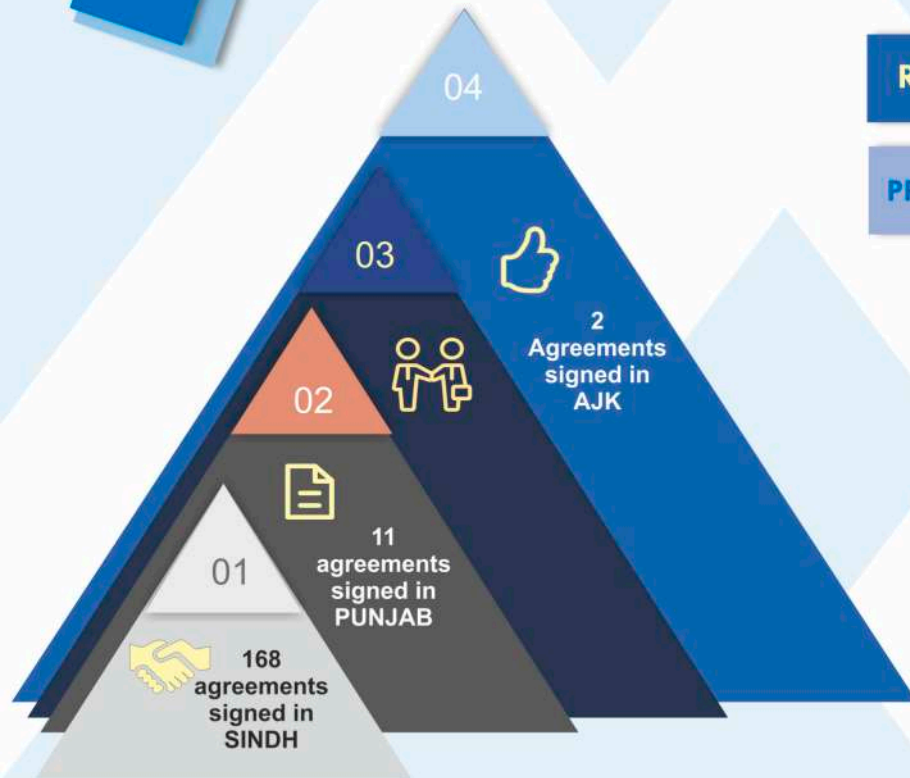
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TVET UPDATES

RESULTS JAN-JUN 2018

PRIVATE SECTOR ENGAGEMENT



- Sector Skills Councils (SSCs) for hospitality and construction sectors have been established in Feb 2018 to support the development of qualifications, delivery of training, supporting workplace-based training, implementation of Competency Based Training and Assessment (CBT&A) and RPL. The operationalization of these SSCs is in progress, as both the councils have developed their respective business strategies and operational manuals.
- Awareness sessions and membership drives have been conducted by the SSCs in Construction and Hospitality Sector to bring more companies on their platforms
- Model agreement for establishing the mode of cooperation between training institutes and companies has been developed
- 168 workplace exposure agreements have been signed between TEVTAs Training Providers and enterprises in Sindh, 11 in Punjab, 5 in KP, and 2 in AJK for delivery of workplace-based training and other joint activities
- 6 agreements in FATA and 11 in KP were facilitated to strengthen public private partnerships
- Draft concept for the National Skills Forum developed and shared for notification by NAVTTC

POLICY & GOVERNANCE



National TVET Policy approved by the cabinet in May 2018



Committee of Chairmen and Directors of Technical Education (CCDTE) acknowledges equivalency of National Vocational Certificate Level 4 to Technical School Certificate (Matric Technical) if Chemistry and Physics are included



Human Resource Development Policy notified by NAVTTC for further implementation



Digital Monitoring and Evaluation System developed and to be implemented in NAVTTC, TEVTAs and TVET Institutes



NVQF Manuals reviewed and revised versions were notified



Establishment of NVQF Support Units have been initiated the federal, provincial and regional levels

HUMAN RESOURCE DEVELOPMENT & TEACHER TRAINING



896 young men and women are trained in various trades across Pakistan under CBT&A system out of which 206 were female



67 teachers were trained in AJK on CBT&A technical methodology for dress making Level-2



527 assessors as per CBT&A criteria have been trained out of which 162 have been certified



All TEVTAs and NAVTTC have signed MOUs for establishing centers of excellence at Islamabad, Peshawar, Lahore, Kotri & Hub



377 out of total
1713 were female
went through the
process of RPL &
earned certificates
across Pakistan



Refresher training
courses conducted for
127 vocational
counselling & job
placement officers out
of which 23 were
female



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IMPLEMENTATION OF REFORMED TVET

- 27 training providers initiated training of 5,100 trainees under various trades through workplace based approach
- 1713 skilled workforce from informal sector went through the process of RPL and earned certificates across Pakistan; 377 out of these 1713 were female. The RPL certified workforce was majorly from Punjab, KP, AJK and Balochistan

VOCATIONAL COUNSELLING AND JOB PLACEMENT

- Training manual for the vocational counselling and job placement officers reviewed and published
- Establishment of model 11 vocational counselling and job placement centres initiated across Pakistan
- Refresher training courses conducted for 127 vocational counselling and job placement officers out of which 23 were female

ADVOCACY AND COMMUNICATION

- International TVET Conference organised to promote CBT&A & private sector engagement
- Advocacy sessions conducted with media and opinion builders to build TVET information communicated in their regular media coverage mechanism.
- Social media campaigns conducted to promote TVET Policy, NSIS, CBT&A & RPL
- Success stories of the TVET beneficiaries developed and published

PAKISTAN APPROVES FIRST-EVER TVET POLICY

The Government of Pakistan has approved the first-ever national policy for the technical and vocational education and training, which spells out the country's priorities to equip youth with employable skills. The national technical and vocational training and education (TVET) policy has been approved by the federal cabinet on **May 22nd, 2018**.

The national TVET policy speaks about the opportunities and the environment where youth can contribute to the economy of the country. The policy involves mechanism to formulate national standards for the development of qualifications, its implementation and training delivery based on Competency-Based-Training (CBT) system.

The national TVET policy encourages the informal sector of the economy by providing people with opportunities to gain formal certification through the system called 'Recognition of Prior Learning' (RPL). The fact that this policy provides a lead role to the private sector for the promotion and of TVET sector, at the same time it provides a platform to the youth to learn skills as per the market demand and align themselves for the job market.

TVET is seen as an integral element to achieve relevant objectives set under Vision 2025, which is key government policy document for macroeconomic development of the country. TVET helps young people to learn skills that substantially increase their potentials to attain decent jobs.

The national TVET policy has been developed with the technical assistance of TVET Sector Support Programme, which is funded by the **European Union** and **Governments of Germany and Norway**

The Programme assists the Government of Pakistan to reform the TVET system since 2011. The Programme focuses on governance, development of quality human resource including trainees and trainers as well as creating linkages between public and private sector



ENGAGING PRIVATE SECTOR FOR GROWTH & EMPLOYABILITY

2ND INTERNATIONAL TVET CONFERENCE-2018

Industry's role in designing and delivery of vocational training plays a significant role in equipping millions of youth with employable skills, hence efforts are to be made to promote close cooperation between the public and private sector of Pakistan.

This was the crux of expert-level discussions held at a 2-day international conference on "Engaging Private Sector for Growth and Employability" jointly organized by the National Vocational Training and Technical Education Commission (NAVTTTC) and the TVET Sector Support Programme here on 3-4 May 2018 in Islamabad. Attended by over 400 participants from government, industry, media, public sector, diplomatic missions, along with delegates from 23 countries, the conference discussed best global practices on leading TVET sector besides discussing reforms for Pakistan.

The conference explored how the private sector of Pakistan can be engaged in the TVET sector so as to generate economic growth and employment in the country.

NAVTTTC credited that it has already established linkages with all 43 chambers of the country, and that its annual job fairs are eagerly attended by the industry. Yet the commission understood that a lot needs to be done.

Industry representatives argued that the skills provided by the training centres are not relevant to them. They argued that the trainees are mostly taught theory, have little hands-on experience of technology, especially of high-tech, and lack basic values of worth ethics and productivity.

The conference also emphasized significance of TVET sector for the country's development. At a macro-level, Pakistan can boost its remittances from Gulf countries or widen its access to European market, if it invests in the skill sets of those taking overseas jobs. Likewise, multi-billion China-Pakistan Economic Corridor (CPEC) is another opportunity that will also have a huge potential for vocational training.

CONFERENCE

2-day international conference on "Engaging Private Sector for Growth & Employability" was organized



AUDIENCE

Over 400 participants along with delegates from 23 countries attended



FOCUS

Idea of engaging private sector of Pakistan in the TVET sector was explored



DISCUSSION

The conference also emphasized significance of TVET sector for the country's development



SUGGESTIONS

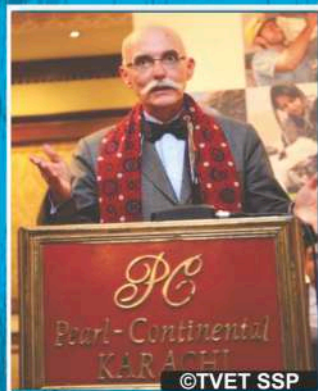
Pakistan can boost its remittances from Gulf countries or widen its access to European market, if it invests in the skill sets of those taking overseas jobs



Second International TVET Conference



WORKPLACE-BASED TRAINING GAINING POPULARITY IN PAKISTAN TVET LANDSCAPE



A number of training providers both from public and private sector have formally launched projects to offer workplace-based training to 18,000 youth from Sindh and Balochistan over a period of next four years.

These projects are supported by the TVET Sector Support Programme through a special training fund to stimulate and promote workplace-based training approaches that involves direct involvement of industry in design and delivery of training courses. Currently 26 industry-led projects have been awarded in Sindh and Balochistan to provide employable skills to around 5,500 men and women in various trades.



NAVTTTC, FPCCI AGREES TO PROMOTE PAKISTAN'S FIRST EVER NATIONAL TVET POLICY

KARACHI, January 29, 2018: The National Vocational and Technical Training Commission (NAVTTTC) and the Federation of Pakistan Chambers and Commerce and Industry (FPCCI) here on Monday agreed to establish a partnership for the promotion of the first ever national policy on technical and vocational education and training (TVET).

A memorandum of understanding (MoU) was signed to this effect at the MoU signing ceremony held at Federation House of FPCCI, supported by the TVET Sector Support Programme, funded by the European Union and the governments of the Federal Republic of Germany and Norway. Executive Director NAVTTTC Zulfiqar Ahmad Cheema and President FPCCI Ghazanfar Bilour signed the MoU on behalf of their respective organizations. Agreeing that human capital is one of the country's great assets; the organizations resolved to work jointly to promote cooperation between public and private sector to revamp the existing TVET system in Pakistan. Speaking at the occasion, Mr Cheema said that signing of the MoU marks the beginning of a long-term cooperation with the industry, which will lead to create better job opportunities for TVET graduates. President FPCCI Mr. Bilour in his speech offered that private sector is ready to contribute in the TVET sector, saying "this is the only way forward to support socio-economic development in Pakistan."

This partnership was facilitated by the TVET Sector Support Programme, which supports the Government of Pakistan in reforming the TVET system, promotes cooperation between training providers and industry to improve quality of training as well as enhance employability for the youth going through various training programmes.



NVQF ROLL-OUT ACROSS PAKISTAN



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The National Vocational and Technical Training Commission (NAVTTTC) is establishing a pool of national experts to mainstream the National Vocational Qualification Framework (NVQF) with more focus on the quality of training delivery in Pakistan.

The pool- Quality Champion- is being created with the support of TVET Sector Support Programme. The main idea behind the creation of such pool is to support the national experts, working at various levels both from public and private sector to ensure quality in designing and delivery of training programmes under NVQF. Pakistan's first-ever NVQF was launched in 2015 and further updated last year. The NVQF is currently being implemented through Competency Based Training and Assessment (CBT&A) across the country.

TVET TO BRING JOB OPPORTUNITIES FOR YOUTH IN KP

NOWSHERA, March 16, 2018: The KP Technical and Vocational Training Authority (TEVTA) organized a ceremony held for the 'Skills Competition and Exhibition' at the Government Technical College of Technology in Nowshehra in collaboration with TVET Sector Support Programme which is funded by the European Union and government of Germany and Norway.

The then Chief Minister of Khyber Pakhtunkhwa (KP) Mr. Pervez Khattak said that the youth are an asset and the government of Khyber Pakhtunkhwa have started various technical and vocational training Programme to impart skills training to the youth to earn better living for themselves.

Speaking on the ceremony, he said that the government wanted to prepare skilled workforce as it was the need of the hour.

Pervez Khattak said that the provincial government had made various technical educational institutes fully functional in collaboration with the Pakistan Air Force and other partners besides signing various agreements with some number of industries to provide decent employment to the skilled youth. He said that there were enough resources and potential in the country to make progress but there was a need for change in the mindset. "If we really want development and prosperity then we would have to bring change in our approach. We need to bring change in our thoughts and minds," he envisages.

The chief minister besides visiting various stalls also handed over Recognition of Prior Learning (RPL) certificates. Memorandum of Understandings between TEVTA and private sector organizations were also signed at this occasion.



Ex-CM KP Speaking at the Closing Ceremony of job fair

PROMOTION OF TVET IS A PRIORITY FOR GB GOVERNMENT

GILGIT, April 11, 2018: Government of Gilgit Baltistan considers promotion of vocational training a priority and will leave no stone unturned to equip its youth with employable skills, Mohammed Ibraheem Sanai, minister for education said this here on Wednesday.

The minister said the incumbent government is taking all possible steps to improve the state of technical and vocational education and training (TVET) in Gilgit Baltistan (GB).

He was making these remarks at a dialogue on private sector engagement, which was organized by TVET Cell of Directorate of Education in collaboration with TVET Sector Support Programme. On the side-lines of the dialogue, a skill gap analysis conducted to identify demand and supply of skilled workforce was also launched.

The minister said that the federal government is also keen to provide financial assistance for improving the TVET system and bring reform in the TVET sector. He also mentioned that earlier the TVET act has also been passed by the Gilgit Baltistan legislative assembly. Secretary Industries of GB Muhammed Saleem Rajput while speaking at the occasion appreciated the efforts of development partners for bringing the TVET reform on the agenda; adding that the Chief Minister of GB is keen to promote TVET for the benefit of youth and economic prosperity in the region. He said that his department is willing to coordinate and collaborate with private sector to take the progress on fast track to create more jobs for the graduates of TVET sector.

Mohsin Raza, representative of GB Chamber of Commerce and Industry said that private sector is ready to collaborate for the implementation of demand driven training and receive the efficient trained resource in return. A good number of private sector representatives and trade associations as well as institute officials attended the ceremony.



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TRAINING PROGRAMME LAUNCHED TO IMPROVE MANAGEMENT SKILLS



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Participants and facilitators at the Training of Instructors and TVET Managers

SLAMABAD, April 16, 2018: National Vocational and Technical Training Commission on Monday launched a special training to improve management skills of head of technical and vocational education and training (TVET) institutes across Pakistan.

The training programme is supported by the TVET Sector Support Programme, which is funded by the European Union and governments of the Germany and Norway.

Speaking at the inaugural ceremony of the training programme, the Executive Director of National Vocational and Technical Training Commission (NAVTTTC) Zulfiqar Ahmad Cheema has underlined the importance of quality teaching methods as integral to better employment prospects for the learners in vocational training.

“Better quality of training leads to better job opportunities and the instructors has a major role to play,” he said.

Technical and Vocational Education and Training (TVET) Institution Management Training (TIMT) is organized in collaboration with the TVET Sector Support Programme. The TIMT is part of the ongoing TVET sector reform in Pakistan, through which at least 500 principals and head of TVET institutes from public and private sectors will be trained on management of their institutes.

Mr. Cheema said that principals and teachers have a great role to play for equipping the trainees with better and modern skills and ensure that the message for skill development is spread all over. He opined that the liaison between public and private sector is a must for every institute and this industrial linkage would be beneficial for provision of better employment opportunities for the TVET pass outs.

HUNDREDS OF SKILLED YOUTH GOT JOBS IN INDUSTRY

Lahore, Tuesday, April 17, 2018: Hundreds skilled persons, trained in various vocational training institutes of Lahore, were able to secure jobs in leading companies at job fair organized at Quaid-e-Azam Industrial Estate (QIE) Lahore on Tuesday.

Punjab Vocational Training Council (PVTC) and QIE jointly organized a job fair, which was supported by the TVET Sector Support Programme (SSP), being funded by the European Union and the governments of the Germany and Norway.

As many as 40 noted industries including, manufactures, textile industry, and ecommerce set-up their recruitment sections at the job-fair. These companies conducted on-site interviews and short-listed candidates for different technical positions for the employment opportunities. Most of the graduates were either in their final phase of on-the-job technical training or had completed their training programs under the latest training system called Competency Based Training and Assessment (CBT&A).

These job fairs quickly track the position of TVET graduates in well-known organizations. Speaking at the closing ceremony of the event President BOM QIE Mr. Farrukh Mahmood Butt appreciated the efforts of PVTC and TVET Sector Support Programme for providing a platform to bridge job seekers and recruiters to make the employment process more efficient and objective. The graduates expressed their gratitude to PVTC, QIE and TVET SSP for providing them with an opportunity to make their future bright and aware of the market employment trends.





BEYOND CHALK AND BOARD

By Sheher Bano: 


When Charles Allen Prosser (1871–1952), the Father of Vocational Education in the United States and the architect of the 1917 Smith-Hughes Act, thought of improving the education of American children, he believed that schools should help students "to get a job, to hold it, and to advance to a better one."

The Smith-Hughes National Vocational Education Act of 1917 is an expansion and modification of the 1914 **Smith-Lever Act** and both were based largely on a report and recommendation from **Charles Allen Prosser's** *Report of the National Commission on Aid to Vocational Education*. Various countries, as part of their educational reforms, added vocational and technical education in their academic education. For example, after the Russian **Revolution of 1905**, in order to help industrialisation in the country, the minister of education, Count P.N. Ignatev, established a system of vocational and **technical education in 1915–16**.

After the death of Stalin in 1953, the old idea of **poly-technical education** was revived, and the focus was put on preparing secondary-school students for specialized vocational work in industry or agriculture. In 1984, new reforms focused on the development of a new **integrated** secondary vocational-technical school that would overcome the traditional barriers between general and vocational education. Similarly, in the USA, in the 1950s and '60s, the concept of **outcome-based education (OBE)** model emerged.

One of OBE's first offspring was **competency-based education (CBE)**, which was originally called "mastery-learning" or "criterion-referenced learning." According to *Dr. Robert W. Mendenhall, the President of Western Governors University*,

"The most important characteristic of competency-based education is that, it measures learning rather than time.

Students' progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes." With a population of 184 million and an annual growth rate of 2.1%, Pakistan is the sixth most populous country in the world. The 64% of the country's total population is aged between 18-30 years. According to statistics, working age population (15-49 years) will increase from 96 million (2010) to 180 million by 2050. Current statistics reveal that only 5% of Pakistani youth have access to quality education which involves higher education at university level. Pakistan spends only 2.3% of its GDP on education, making it the lowest in the region. 

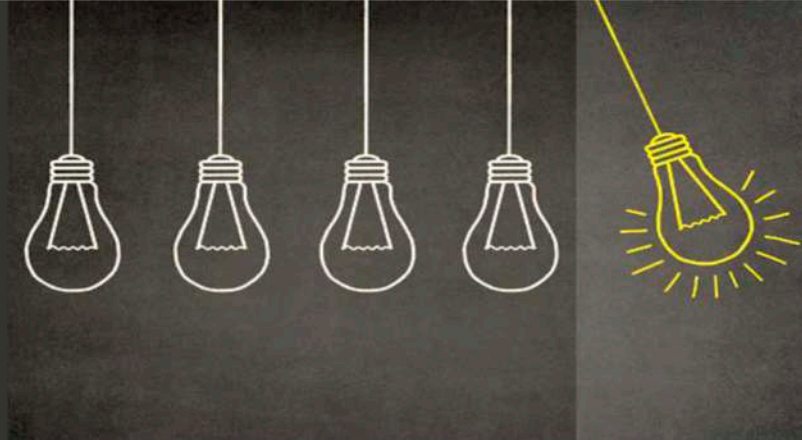
According to a press report less than 1% student in Pakistan, against 16 % around the world, get technical training due to shortage of technical and vocational schools in the country. Around 24 million children are out of school and one reason behind this is that every child does not have same aptitude of formal education while the country does not have enough technical and vocational schools.

Various models of education were tried over the years in Pakistan but lack of funds, absence of political will and inconsistent policies resulted in the failure of many good models. However, in recent years, competency based education has gained immense importance in the government policies. The government has initiated skill development programs, under Technical and Vocational Education and Training (TVET) sector. The first ever TVET policy has also been moved to the federal cabinet for final approval. At the moment there are approximately 3500 registered TVET institutes in the country, with a mere enrolment of 350,000 students whereas; annual demand of TVET graduates is above 950,000. Once the students complete their theory classes, they are sent in the industry for on-the-job-training (OJT).

A reform Programme in this sector with the name of 'TVET Sector Support Programme' is also underway since 2011 in partnership with National Vocational and Technical Training Commission (NAVTTTC) and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, funded by the European Union and the Governments of the Germany and Norway. The programme in collaboration with NAVTTTC is currently in its 2nd phase with achievements like development of TVET Policy and National Vocational Qualification Framework (NVQF).

Munis Ahmed is one among many students, who took these courses by choice and have now emerged as a star in his field. After securing a diploma in Mechanical Engineering, Munis Ahmed was in the first ever batch of 35 students who were enrolled in Mechatronics at Aman Tech in 2015.

"Mechatronics is a combination of mechanical, electrical and electronics but it is mainly related to the automation of machines. Mechatronics is taught in all the countries of the world, except Pakistan, where it's limited to a few private sector universities, as a 4-year bachelor program but it is very expensive and not every student can afford to study it. Mechatronics was first started in Japan in 1979 than it came to the USA and then to Europe. Even in our neighboring country, India, they have many courses related to automation industry says Munis.



“ Annual demand of TVET graduates is above 950,000 ”

“ Enrolment of 350,000 students ”

“ At the moment there are approximately 3500 registered TVET institutes in the country, ”



The course outline was designed in such a way that it included pneumatics, hydraulics, automation and PLC (programmable logic controller) programming with a year of theory. After completion of the theory, Munis was sent to General Tires Company. “It was quite surprising for me to see company employing 96-97% of the modern technology, which I learnt at Aman Tech.” This is one of the major steps underway through reform process in TVET Sector, where private sector is encouraged to take lead and provide various opportunities of workplace-based-training, input in the indigenous curriculum and post qualification employment.

Only recently, Munis was awarded by Aman Tech for securing 85.47%, making him one of the 9 boys in Pakistan who are the international certificate holders of Siemens, Germany in Mechatronics. After his internship, the company offered him a job of an Assistant Engineer of

Electronics, but the lady luck had something better in store for him and he was hired as an Automation Engineer in another company Techno Auto Glass, where he applied earlier.

Here again Munis got an opportunity to go with a team to Melbourne, Australia, in 2017 for six months.

“Our job was to study a plant, dismantle it and bring it to Pakistan. It is a unique (fully automated) plant completely run and operated by robots, and is the first of its kind that is going to be built at Port Qasim. It will manufacture glasses for front windscreen, back screen and windows and side doors, as a complete package of a car. Termed as ‘Float Glass’, only three countries of the world export these glasses, vis a vis Malaysia, USA and Japan. In the 11-member team, Munis as an Automation Engineer, is responsible to fix any fault in the plant which works on the chain system and any fault at any stage can bring the whole plant at a halt.”

At the moment the plant is proving 1,25,000 car sets per year. With the capacity of manufacturing 5.5 lac car sets per year, the plant is capable of taking many orders without much ado, though Munis has suggested a further up gradation of the plant to increase its capacity. While understanding the importance of academic degrees, Munis wants to do his BS in Mechatronics. “I did take admission in the BS program, but due to my travelling I had to surrender it. Now I will continue it.”

Comparing academic and technical education, Munis says, “Had I done my BS in Mechatronics, my theory part could have been very strong but for practical training I would have to start from scratch as an intern. But after doing my diploma, I had directly worked at the industry. Secondly, usually companies offer Assistant Engineers a sum of Rs 35,000-40,000 at the max. But due to my field experience and OJT, my company pays me fairly well above this package and there are chances of promotion too.”

Munis suggests a review of the current admission policies and modernization of syllabus. “I am studying the same course which my father studied 30-35 years ago, with very little changes. Universities give admission to only those who secure 80-85%, but those who achieve below 70%, remain deprived. So, these courses are especially good for those who are not financially stable, as TVET sector institutes offer courses free of cost.

Once the students complete their theory classes, they are sent in the industry for on-the-job-training (OJT).



There are also bright chances that these students will get good job offers after the course. We need more such institutes," he suggests. He feels that contrary to the entire world, where technical education is given preference over academic degrees, in Pakistan a stigma is attached to technical education, which needs to change. Dr Fahad Azeem, Head of Academic, Aman Tech Foundation, also feels that vocational qualification which was compromised in the past, in Pakistan, has seen some significant breakthrough in the last ten years.

"The National Vocational Qualification Framework (NVQF), made a uniform vocational education policy throughout Pakistan. Its draft was presented in 2015 and its implementation has started since mid-2017. Under NVQF, a uniform curriculum was developed through the formation of STEVTA Skill Councils for every trade, represented by industry representatives from the relevant fields. All stakeholders including national and international players and the industry representatives gave their input about the type of human resource and the competencies required by the market in the future. The NAVTTC conveyed these demands to the technical institutes, who in turn developed curriculum under these recommendations. This curriculum became part of NVQF's policy of uniform education throughout the country.

Understanding the low level of awareness among potential students about this policy shift, Azeem says, "To raise awareness, NAVTTC with the collaboration of TVET Sector Support Programme is holding various awareness sessions for common as well as skilled people with a vision to create complete awareness about this policy by 2020."

Azeem suggests that besides technical courses, other skills like English speaking skills, computer skills and the life skill education should also be imparted to the students. "We are doing it at the Aman Tech since its inception. Life skill training which equips students with skills like dressing and dining etiquettes, time management stress management etc, gives them an edge over other students.

While endorsing the importance of vocational education, Azaam says that even students enrolled in degree programs at various engineering universities also take short courses from any technical institute to acquire practical experience, which they lack at their universities. Similarly, students in sub-urban or peri urban areas, where scale of school education is not of that standard, need technical skills to get some job.

Sustainable Goal No 8 calls for promoting sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all by 2030. This goal can only be achieved by devising right policies, which are in tune with the international market demands.

The story originally appeared in The News



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EXPECTED RESULTS (2017-21)

- Establishment of 5 Centre's of Excellence for TVET teachers' training
- Training of 25 Chief Master Trainers and 100 Master Trainers
- Training of 3,800 TVET teachers, 1,500 assessors and 500 principals of public and private TVET institutes
- Accreditation of 200 TVET institutes
- Establishment of 3 Sector Skills Councils
- Development and implementation of 60 new qualifications for Competency Based Training & Assessment (CBT&A)
- Training of 15,500 men and women through CBT&A
- Training of 18,000 men and women through a fund in Sindh & Balochistan
- ssuance of national certificates to 15,000 skilled persons from the informal sector through Recognition of Prior Learning
- Establishment of employer-led Institute Management Committees in 500 TVET institutes
- Implementation of the national TVET Policy at federal and provincial or regional level



DISCLAIMER


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