

National Vocational and Technical Training Commission (NAVTTTC), with its full and complete ownership of the National HRD Policy, has informed relevant quarters to consider and in fact ensure employability of graduates coming out the Bachelor in Technical Education (B-ED). As an aim to steer and foster coordination, define standards, and provide policy guidelines at national level, the HRD Policy, is yet another achievement of NAVTTTC as an apex body of the TVET sector.



The HRD Policy details action plans of various modes of teacher training, recruitment, and progression with key objectives in line with the NSS. It is oriented towards keeping successful traditions of the sector, alongside the ability to improvise and adapt to meet modern economic and social conditions of the society.



## Human Resource Development (HRD) Policy

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**National Vocational and Technical Training Commission (NAVTTTC)**

# HRD Policy

The National Skills Strategy (NSS) 2009 – 2013 of Government of Pakistan clearly defines that the quality of technical and vocational education and training (TVET) teachers and trainers is fundamental to the effectiveness and sustainability of the TVET system. The NSS contains key indicators for the quality improvement of TVET teachers, such as the number of pedagogically and trade-specific trained instructors in the pre-service and in-service stream and the number of trained instructors and managers in institutions.

This initiative is supported by a five-year TVET Reform Support Programme, which is funded by the European Union, the Embassy of the Kingdom of the Netherlands, the Federal Republic of Germany and the Royal Norwegian Embassy. The Programme is commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and is being implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in close collaboration with National Vocational & Technical Training Commission (NAVTTTC), Technical Education & Vocational Training Authorities (TEVTAs) in the provinces/regions and a number of other public and private sector organisations.



The HRD policy provides:

Variety of, and alternative path ways

Linkage between teacher training and recruitment

Active participation of industry



These provisions in policy serves as the conditionality's of a modern, flexible, competency based training system where entrants into the field of teaching as instructors, or teachers with pedagogical top ups can instruct as well as conduct assessments within the NVQF structure.

The policy also looks at:

- Inclusivity of industry/employer for easy access to technology
- Provision of instructional planning
- Teaching methods for classrooms
- More practical work in labs, workshops and on the shop floor

The Policy also defines pre-service, in-service and informal, or instructor training approach to add competence, charm and flexibility to the system. It lays down the fundamentals of a pathway for teacher recruitment, training and career progression.

The academic pursuit of excelling in TVET teaching has never been explored formally in Pakistan. The Policy reflects on a pre-service approach for graduates eager to step into the field of teaching, to enroll in a bachelors programme.

Currently, the Province of Punjab and Sindh have conducted a pilot under these parameters to deliver a one year post graduate diploma programme to around 100 teachers. The University of Punjab in collaboration with the University of Kaiserslautern initially piloted this programme that now has gained fame and reputation in Sindh.