

Reforming the Technical & Vocational Education & Training in Pakistan



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The Government of Pakistan is committed to equip its youth with employable skills because it will not only reduce the unemployment but will also improve the country's competitiveness. It considers the reform in the TVET sector as a political priority, which has been demonstrated through the national TVET policy and Vision 2025. We have given the first ever TVET policy and the NVQF to the nation. Amendments in the 1962 apprenticeship act have been finalized for enactment. Around 50,000 youth are being given technical/vocational training annually throughout the country in which less developed areas are getting more quota. It has been decided to establish the first ever Skills & Vocational Education University in the country. A new concept of Vocational Secondary Schools has been introduced and several such schools are already operational. I am grateful to our development partners-European Union and the governments of the Netherlands, Germany and Norway- for their generous support to the TVET sector reform in Pakistan. I also appreciate the work being done by NAVTTC in implementing the vision of the government effectively.

Keeping in view the huge youth bulge of our country skills development holds special importance in the current demographics of Pakistan. The TVET sector can play a pivotal role in poverty alleviation and reducing unemployment in the country. It is the most important tool for transforming the youth into productive citizens. Since 2011, to address the challenges faced by the TVET sector, NAVTTC, as the apex body, has been implementing the National Skills Strategy with the support of its development partners and a number of stakeholders. During last 5 years, a number of milestones have been achieved, which have virtually laid down the foundation for a robust TVET system in Pakistan. I extend my gratitude to our international development partners for their continuous support for the TVET sector reform in Pakistan.

A strong technical and vocational education and training (TVET) system provides people with employable skills and higher productivity levels. This will ultimately help attract investors, who in turn will create jobs, leading to more opportunities and socio-economic conditions. Implementation of the TVET sector reforms means a paradigm shift from the current supply driven system to the one based on the demand of the job market. During the last five years of implementation of the National Skills Strategy (NSS), a number of interventions have been piloted to ensure this much-needed 'paradigm shift' in the TVET delivery. I would like to congratulate the Government of Pakistan and the organizations involved at federal and provincial/regional levels for making considerable progress towards a better national TVET system. The European Union considers TVET as a key sector to reinforce the advantages already provided by GSP+, both aiming at contributing to economic growth as well as job creation for the benefit of the citizens of Pakistan.

With around 50 per cent of the population below 20 years and 60 per cent below 30 years, Pakistan is poised for a 'demographic dividend', with its workforce growing at a faster rate than the total population. To take advantage of this demographic dividend, the country can have an enormous benefit from having an efficient and demand driven technical and vocational education and training (TVET) system. There is a big realization on the part of the government and the private sector to revamp the TVET system so that it can respond to the emerging trends in the job market. Support to the TVET sector reform in Pakistan has been one of the key areas in development cooperation between Pakistan and the Kingdom of the Netherlands. It is heartening to see that the TVET sector reform has already started showing results. We hope these interventions will go a long way in establishing a better TVET system in Pakistan.

Pakistan is among the world's few countries which are blessed with natural resources and a growing young population. To reap the benefits of these resources and particularly the demographic dividend, the country needs a demand-driven technical and vocational education and training (TVET) system. Currently Pakistan's TVET system is challenged by issues such as lack of sufficient opportunities in TVET for young people, poor quality and relevance of the TVET facilities and structures. To address these challenges, the country has embarked upon a comprehensive reform agenda, which has resulted in producing success stories in various aspects of the TVET sector. Support to the TVET sector reform is one of the key elements of the Pakistan-German development cooperation. We are happy to be part of the ongoing TVET sector reform, which will ultimately lead Pakistan to become a developed and economically prosperous country. On behalf of the German government, I assure all our support for the TVET sector reform in Pakistan.

A good technical and vocational education and training (TVET) system is one of the prerequisites for economic growth. Countries with a qualified workforce will have increased competitiveness, productivity and profitability, which is essential in today's globalized economy. By addressing the challenges faced by the TVET system, Pakistan has all the potential to become a competitive economy, where millions of young men and women are equipped with employable skills. It is encouraging to see that both the public and private sectors of Pakistan have a genuine understanding of the challenges in the TVET sector, and that they are making efforts to modernize the TVET system. The country has already made a lot of progress as far as the TVET sector reform is concerned, but there is still a long way to go. Norway is happy to support the implementation of the National Skills Strategy (NSS), which is crucial for the TVET sector and the economic development of Pakistan.

Pakistan makes progress towards a better TVET system

Technical and vocational education and training (TVET) plays an important role in supporting the economic growth and reaping the benefits of the demographic dividend, which Pakistan is bestowed with. However, the country's TVET system is confronted with numerous challenges in the area of access, quality, equity and relevance.

To address these challenges, the Government of Pakistan, in April 2011, has embarked upon a comprehensive TVET sector reforms in line with the National Skills Strategy (NSS). The implementation of the reform is supported by the TVET Reform Support Programme (TVET RSP), which is funded by the European Union, the Kingdom of the Netherlands, the Federal Republic of Germany and the Royal Norwegian Embassy. The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

implements the Programme in close collaboration with the National Vocational and Technical Training Commission (NAVTTC) and a number of public and private sector organizations at the national and provincial/regional levels.

Here are some key results achieved during last five years;

National Skills Strategy (NSS)
NAVTTC as well as the Technical Education and Vocational Training Authorities (TEVTAs) in the provinces and regions have translated the NSS into skill development plans, which are currently being implemented across Pakistan.

National TVET Policy
For the first-time, Pakistan has formulated its National TVET policy. It provides the foundation for a uniform national TVET structure and

envisions how technical and vocational education feeds into the macroeconomic plans of the country.

Apprenticeship Law
To modernize the Apprenticeship Law of 1962, a new bill has been formulated through a country-wide consultation process. The draft law offers avenues for an increased number of public private partnerships in TVET planning and delivery.

National Vocational Qualification Framework (NVQF)
NAVTTC launched Pakistan's first-ever NVQF, which is a key component for establishing a coherent national system of qualifications, assessment and training that will support achieving the goals set under the NSS.

Competency Based Training & Assessment (CBT&A)
Over 130 TVET institutions across Pakistan have piloted courses on CBT&A in selected 61 vocational trades. CBT&A is a key element of the NSS as well as the basis for the implementation of the NVQF.

Accreditation of TVET Institutes/Programmes
For the first time NAVTTC introduced a credible national accreditation system for the TVET institutes and training programmes. More than 1170 TVET programmes have been accredited till April 2016.

Cooperative Training & Green Skills
To promote cooperation between the training institutes and the enterprises, a Cooperative Vocational Training (CVT) scheme has been piloted in Pakistan. Under the approach, over

130 companies and 10 training institutes have joined hands to produce a qualified skilled workforce in 11 trades.

Teacher Training
To improve quality of teaching in the TVET institutes, 8,500 TVET teachers have been trained in pedagogical skills through 18 e-learning centers, set up across Pakistan.

Capacity Building of Technical Education & Vocational Training Authorities (TEVTAs)
The TEVTAs in the provinces and regions have been supported in terms of their management and operational capacity for the implementation of reform initiatives. The TEVTAs in Punjab, Sindh and AJK have been awarded ISO certifications, while 880 senior and mid-career officers received training in management skills.

Fund for Innovative Training (FIT)
FIT was initiated in September 2011 to promote innovative approaches in skills development; these approaches were piloted through 36

projects across Pakistan. As a result, more than 125,000 men and women benefited from the short-term vocational training. Additionally, two Learning Regions were set up at Frontier Region Peshawar and Swat, benefiting 1800 men and women in small scale farming.

National Skills Information System
To make TVET respond better to the needs of the market, a National Skills Information System (NSIS) has been established at NAVTTC. NSIS strengthens the use of labour market data for TVET sector development. It does so by generating different labour market related reports and data for planning of the TVET sector.

Vocational Counseling & Job Placement Services
To implement integrated vocational counseling and job placement services, as envisaged in the NSS, 102 vocational counseling and job placement centers have been set up across Pakistan with training of 249 officers from public and private sector organizations to-date.

Towards a better TVET system in Pakistan

TVET Reform in Pakistan

Technical and Vocational Education and Training



Policy Formulation Governance

- ✓ First-ever national TVET policy launched
- ✓ HRD policy for TVET teachers developed
- ✓ Apprentices bill 2015 drafted
- ✓ Implementation of National Skills Strategy initiated
- ✓ National Monitoring and Evaluation (M&E) system piloted
- ✓ Management Information System made functional



National Vocational Qualifications Framework (NVQF)

- ✓ First-ever NVQF launched
- ✓ Implementation of NVQF initiated with the launching of Competency Based Training (CBT)
- ✓ 60 trades piloted in 130 TVET institutes with expected 20,000 completers
- ✓ Around 4,000 men and women already completed CBT courses

60 Trades
130 TVET Institutes
20,000 Expected Completers



TVET Teacher Training
(In-service/Pre-service)

- ✓ 8,500 TVET teachers in pedagogy skills trained
- ✓ 18 E-Learning centers for in-service teachers training established
- ✓ First-ever Pre-service teacher training programme launched jointly by 03 Pakistani and 01 German University

18 E-Learning Centers
8,500 Teachers Trained



Fund for Innovative Training

- ✓ 125,000 men and women benefited from 36 short-term vocational training projects
- ✓ 02 Learning Regions established in Frontier Region Peshawar and Swat, benefiting 1800 men and women

125,000 Beneficiaries
36 Projects
02 Learning Regions



Accreditation of TVET institutes Programmes

- ✓ First-ever accreditation system for TVET sector introduced
- ✓ First-ever accreditation council notified
- ✓ 1,110 TVET programmes/institutes accredited

1,110 TVET Programmes Institutes Accredited



Cooperative Vocational Training

- ✓ CVT in Lahore & Karachi launched
- ✓ 9 institutes, 86 national and multinational companies engaged
- ✓ 721 men and women received vocational training in 11 CVT courses
- ✓ 146 teachers & instructors received training in pedagogy
- ✓ CT handbook launched
- ✓ University of Engineering & Technology (UET), Lahore launched a new course "Energy Efficiency Advisor"

9 Institutes
86 Companies
721 Graduates
146 Teachers Trained



Capacity Building for Technical Education and Vocational training Authorities (TEVTAs)

- ✓ ISO certification awarded to Punjab, Sindh and AJK TEVTAs
- ✓ Human resource development plans for all the TEVTAs developed
- ✓ 880 senior and mid-career managers of TEVTAs received training on management
- ✓ Industry-led Institute Management Committees established

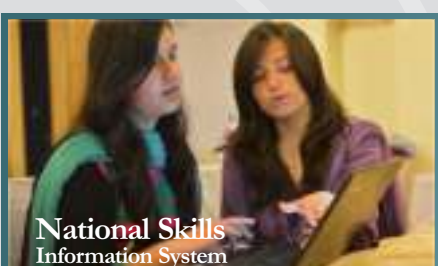
880 TVET Managers Trained



Vocational Counseling & Job Placement (VC&JP)

- ✓ 102 VC&JP centers established
- ✓ 247 VC&JP Officers trained
- ✓ 31 VC&JP Officers received international certification

102 VC&JP Centers
247 VC&JP Officers Trained



National Skills Information System

- ✓ First-ever National Skills Information System established
- ✓ Data of over 50,000 employers & 500,000 skilled workers uploaded
- ✓ Job fairs are organized to connect jobseekers with employers

50,000 Employers
500,000 Skilled Workers

www.tvetreform.org.pk



Reforming the Technical & Vocational Education & Training in Pakistan

Competency Based Training-A paradigm shift in TVET delivery

To support development of skilled workers as per the need of the industry, over 130 TVET institutions across Pakistan have piloted the competency based training (CBT) in selected 60 vocational trades. The launch of CBT scheme is part of the implementation of the National Skills Strategy (NSS) and the National Vocational Qualifications Framework (NVQF).

Under this paradigm shift, the training programmes are designed, delivered and assessed against pre-defined national industry standards. These are called national competency standards and are developed by the strong involvement of trade related experts from the industry. This ensures that the learners learn according to the needs of the enterprises hence boosting their employability prospects

On the contrary the existing skills development system in Pakistan follows a curriculum-based, time bound approach. Graduates are awarded certificate on passing the final exams or trade tests rather than on demonstration of competence to do the job. This system focuses on how far learners have progressed through an institution's curriculum rather than assessing how well they are able to demonstrate the competencies required in the workplace.

The CBT approach, however, focuses specifically on what a skilled person should be able to do and know in order to effectively perform a job under workplace settings. A competency-based training approach therefore, focuses on the demonstration of the actual skills required in the workplace.

Cooperative Vocational Training-promoting shared responsibility



Pakistan's TVET Policy asks for a greater involvement of the private sector in policy-making and implementation to match technical and vocational education with the demands of the labour market.

Keeping this in mind, a Cooperative Vocational Training (CVT) scheme has been introduced. The CVT takes up this idea and proposes procedures on how to facilitate the cooperation between TVET authorities, training institutes and enterprises in planning and delivering training courses. The aim is to link institutional training in training institutes with on-the-job training in enterprises to ensure that trainees learn the relevant skills required to perform a job. The CVT concept, therefore, promotes the value of shared responsibility between public and private stakeholders and provides various mechanisms to involve enterprises in the planning and delivery of training courses.

This approach is based on promising TVET models that have proven successful in delivering high quality, labour market oriented and inclusive training. If replicated on a large scale, it can contribute to produce an internationally competitive workforce for Pakistan.

The first batch of training was launched in Karachi in 2013 with 09 multinational companies and 02 private training institutes as Germany Pakistan Training Initiative (GPATI). Within a year it was replicated in Lahore with 52 local enterprises and 3 TEVTA Punjab institutions. As of July 2016, a total of 10 training institutes and 130 national and multinational companies are engaged in joint development and delivery of 11 qualifications.

National Skill Information System

A reliable labour market information system plays an important role in collecting and analyzing real time information to make evidence based TVET policies and decisions. For this purpose, a National Skills Information System (NSIS) has been established at the National Vocational and Technical Training Commission (NAVTTTC).

It is a web based information collection and dissemination system that provides timely and accurate information on demand and supply analysis for job seekers, students, TVET planners, training institutions and industry/employers. The NSIS can be accessed through website: www.skillingpakistan.org.

The NSIS helps prospective students on questions such as selection of trades, institutes and the occupations with higher prospects of employability. For training institutions, the system helps to anticipate the skills sets needed in the job market as well as the performance of their respective trained people in the job market.

For employers, it offers an insight about the pool of available skilled workers as well as their geographical locations. Similarly, the policymakers are able to track the number of trainees enrolled, passed out and employment status in various professions to help reduce the skills mismatch in the labour market.

As of April 2016, data of approximately 500,000 skilled workers and over 50,000 employers is available on the website. Around 900 visitors visit the website and over 400 job seekers upload their profiles on the website daily. The data of over 3581 TVET institutes (both public and private) is also available giving information such as institute profile, courses offered, teaching faculty and the infrastructure details.

Through provision of timely and accurate information on the basis of demand and supply analysis the NSIS is on its path to create sustainable linkages between TVET institution and the employers.



Pakistan launches first-ever NVQF



Pakistan has launched its first-ever National Vocational Qualifications Framework (NVQF) to improve quality, relevance and employability of the skills training in the country.

The formulation of NVQF is an important pillar of the National Skills Strategy (NSS) and has been developed after repeated rounds of consultations with the major stakeholders of public and private sectors.

The NVQF is a key component in the establishment of the coherent national system of qualifications, assessment and training that will support implementation of the national goals expressed in the NSS and the national TVET policy. The main purpose of NVQF is to improve the quality of outcomes, increase the quality of skills and provide sufficient knowledge that meets the needs of industry.

The underlying objective is to facilitate both horizontal and vertical progress by learners within the TVET system and to provide a basis for recognition of qualifications at national and international levels. Additionally, it provides guidelines for recognition of prior learning since more than 70 per cent of the labour force is trained in the informal sector in Pakistan.

The NVQF is an effective tool to increase access to skill recognition because it focuses on qualifications. A qualification is the statement of the standards that need to be achieved. A qualification exists separately from any learning pathway that an individual might take.

As a result the pathway of learning that an individual has taken is less important than the achievement of the standards. Therefore, the NVQF is designed to recognize the achievement of skills from many pathways. The NVQF integrates formal, in-formal and non-formal achievement, which results into increased accessibility to the recognition of skills.

The NVQF provides an institutionalized and natural linkage with the industry in designing a training programme as well as delivery and assessment. The NVQF is also providing the framework for the delivery of Competency Based Training & Assessment (CBT&A), which is currently being piloted in more than 130 TVET institutes across Pakistan in 60 different trades.



National Vocational & Technical Training Commission



Launches Pakistan's first ever

Competency Based Training

A paradigm shift in the delivery of technical & vocational education & training



Engagement of industry in training delivery

High quality national certificate

Greater employability for the graduates

Recognition of Prior Learning for skilled workers of informal sector

Flexible mobility of learners from one institute to another

Training Providers



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