



*Access*

# Technical & Vocational Education & Training (TVET) Reform in Pakistan

*Relevance*

2011-2016

*Equity*

*Quality*



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für Internationale  
Zusammenarbeit (GIZ) GmbH



**Published by:**

Deutsche Gesellschaft für  
Internationale Zusammenarbeit (GIZ) GmbH

**Registered Offices:**

Bonn and Eschborn, Germany  
TVET Reform Support Programme  
GIZ Heights | Diplomatic Enclave,  
Plot # 3-A/3, G-5 Markaz, Islamabad.  
[www.giz.de](http://www.giz.de)  
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December, 2016

This document has been produced with the technical assistance of 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 has been 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 the National Vocational and Technical Training Commission (NAVTTTC) as well as provincial Technical Education and Vocational Training Authorities (TEVTAs) and private sector organizations.

# **Technical & Vocational Education & Training (TVET) Reform in Pakistan**

2011-2016



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# Message



**Engr. Muhammad  
Baligh-ur-Rehman**

Minister of State for  
Federal Education and  
Professional Training

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 focus. The first ever Skills & Vocational Education University is being established 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.

# Message

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.



**Mr. Zulfiqar Ahmad Cheema**

Executive Director  
National Vocational &  
Technical Training  
Commission

# Message



H.E Jean-François Cautain

Ambassador of the  
European Union

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.



# Message

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.



H.E. Jeannette Seppen

Ambassador of the  
Kingdom of the  
Netherlands

# Message



H.E Ina Lepel

Ambassador of the  
Federal Republic  
of Germany

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 TEVT sector reform in Pakistan.

# Message

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.



H.E Tore Nedrebo

Ambassador of the  
Kingdom of Norway

# TVET Reform Support Programme

## Technical and Vocational Education and Training

**Objective** *Access, equity, relevance and quality of Technical and Vocational Education and Training (TVET) in Pakistan is improved.*

Pakistan's technical and vocational education and training (TVET) system is confronted with numerous challenges in the area of access, quality, equity and relevance. The existing limited number of training institutes is unable to cater to the needs of growing young population. Quality and relevance of the training itself is not up to the mark, while there is limited cooperation between the public and private sector as far as TVET policy formulation and delivery is concerned. To support the Government of Pakistan's endeavors of reforming the TVET system under the National Skills Strategy (NSS), TVET Reform Support Programme, was launched in 2011. The second phase of the programme is being initiated from 2017 for further five years with an estimated budget of €53 millions, jointly contributed by the European Union and Germany.

### TVET Reform Support Programme at a Glance

<b>Estimated Budget</b>	€ 63.2 Million (2011-16)
<b>Geographical Spread</b>	<ul style="list-style-type: none"> <li>• Punjab</li> <li>• Sindh</li> <li>• Khyber Pakhtunkhwa (KP)</li> <li>• Balochistan</li> <li>• Federally Administered Tribal Area (FATA)</li> <li>• Azad Jammu &amp; Kashmir (AJK)</li> <li>• Gilgit Baltistan (GB)</li> </ul>
<b>Donors</b>	<ul style="list-style-type: none"> <li>• European Union</li> <li>• Embassy of the Kingdom of the Netherlands</li> <li>• Federal Republic of Germany</li> <li>• Royal Norwegian Embassy</li> </ul>
<b>Implementing Agency</b>	<ul style="list-style-type: none"> <li>• Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH</li> </ul>
<b>Partners</b>	<ul style="list-style-type: none"> <li>• National Vocational &amp; Technical Training Commission</li> <li>• Technical Education &amp; Vocational Training Authorities (Provinces/Regions)</li> <li>• Employers-led private organisations including chambers, trade associations</li> </ul>

# Results



**TVET Reform in Pakistan 2011-2016**

# Policy formulation—Governance

To overhaul and scale up the ongoing reform in the TVET sector, the Government of Pakistan has launched the first-ever national technical and vocational education and training (TVET) policy in March 2015.

The TVET policy, which feeds into the macro-economic and development policies such as Vision 2025, is seen as a step towards creating a paradigm shift in the delivery of skills training aiming at equipping millions of young men and women with the employable skills.

Pakistan needs skilled workers so that industry and overall businesses can compete in the regional as well as international markets because a better qualified workforce increases the competitiveness, productivity and efficiency. The TVET policy suggests various measures to achieve such objectives. The policy sets out a target of creating one million quality training places each year and estimates that if successfully implemented one in four school leavers will be able to get an apprenticeship or join a training programme by 2050.

Similarly the policy document also talks about the introduction of a national quality based system to classify the qualifications within the TVET sector. In this regard, the newly launched National Vocational Qualifications Framework (NVQF) is going to play an important role to ensure quality of the training delivery in a way that it has the buy-in from the employers at home and abroad.

Revision of the Apprenticeship Ordinance 1962, development of Human Resource Development (HRD) policy for TVET teachers and piloting of a comprehensive monitoring and evaluation system within the TVET sectors are some of the other significant results of the TVET reform achieved during last five years.




- 
- ✓ 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

Photo Credits: Mr. Rehaan Ahmad

# National Vocational Qualifications Framework (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 a 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 of NVQF 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 of the learners. 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 142 TVET institutes across Pakistan in 60 different trades.





60  
Trades

142  
TVET Institutes

20,000  
Completers

- ✓ First-ever NVQF launched
- ✓ Implementation of NVQF initiated with the launching of Competency Based Training (CBT)
- ✓ 60 trades piloted in 142 TVET institutes with expected 20,000 completers

Photo Credits: Mr. Abdul Majeed Goraya

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

An effective interaction between teacher and learner plays an important role in provision of quality technical and vocational education and training (TVET). Relevance and quality of TVET training can only be imparted if the teaching methods are relevant to what is needed in the job market.

Within the TVET sector of Pakistan, the training of TVET teachers/instructors both pre-service and in-service is uncoordinated and marred by constraints such as lack of equipment, insufficient financing and lack of incentives to train.

To address this challenge, out of 15,000 TVET teachers available in the public sector institutes, a total of 8,500 TVET teachers/instructors were trained in pedagogy skills by adopting a blended learning approach.

As per the plan, first 100 lead trainers/e-tutors (LT/ETs), including 26 females, selected from the TVET institutes functioning across Pakistan were trained by using modern e-learning method. These LT/ETs, then, imparted training to TVET teachers in their respective regions in the 18 e-learning centres, which have been established in Punjab, Sindh, Khyber Pakhtunkhwa, FATA, Balochistan, Gilgit-Baltistan, Azad Jammu and Kashmir and Islamabad Capital Territory.

To provide the TVET system with qualified teachers, for the first-time in Pakistan, a post-graduate study Programme-B.Ed in Technical Education was introduced in 2014. This programme was launched jointly by the University of Punjab, the Virtual University and the German Technical University of Kaiserslautern.

Realizing the potential of this study programme, the Karachi University has also replicated this study programme. Offered by the Faculty of Education of the Karachi University, the study programme has been renamed as “Post-Graduate Diploma” to adjust to the local needs. The programme has been started in February 2016 in close cooperation with the Sindh Technical Education & Vocational Training Authority (S-TEVTA) in Karachi.



A photograph of two women in a computer lab. The woman in the foreground is wearing a grey patterned shawl and is using a computer mouse. The woman behind her is also wearing a shawl and is looking at the computer screen. There are several computer monitors on the desk, and the background shows a typical classroom or lab setting with shelves and a framed picture on the wall.

18  
E-Learning  
Centers

8,500  
Teachers Trained

- ✓ 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 Pakistani and German Universities

Photo Credits: Mr. Abdul Majeed Goraya

# Fund for Innovative Training (FIT)


A Fund for Innovative Training (FIT) was set up as an instrument to assist the TVET reform in Pakistan through stimulating and supporting innovative approaches to skills development. Designed as a funding facility for providing support to organizations in Pakistan, the FIT aimed to develop, introduce, expand or pilot skills development initiatives in line with National Skills Strategy priorities. It has potentially generated new experience about how best to address access, equity, quality and relevance challenges in the Pakistani technical and vocational education and training system.

FIT has been designed to generate innovation in the skills development landscape of Pakistan. FIT-funded projects therefore brought new solutions to identified quality, relevance, access and cost challenges. This included new avenues to training delivery, new partnership models between training providers and stakeholders, new curricular concepts or new approaches to include neglected target groups.

Objectives of the FIT were translated four windows such as 1) green skills, 2) access for marginalized groups, 3) getting enterprises onboard and 4) promotion of self-employment.

Through FIT, 36 short-term vocational training projects were implemented which benefitted around 125,000 men and women across Pakistan. In addition, 02 learning regions were also established in Frontier Region Peshawar and Swat that benefitted 1,800 men and women in areas of small scale agricultural and fish farming.





125,000  
Beneficiaries

36  
Projects

02  
Learning Regions

- ✓ 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

Photo Credits: Mr. Naveed Ahmed

# Accreditation of TVET Institutes/ Programmes

The National Vocational and Technical Training Commission (NAVTTTC) has introduced for the first time an accreditation system for TVET institutes to assure consistent quality standards of programs and institutes throughout Pakistan.

Accreditation is an instrument of external quality assurance, which needs to be complemented by internal quality assurance on the side of the TVET institutes. The institutes are required to produce a self-assessment report that forms the basis of the accreditation application.

Accreditation is a process of assessment through which the discipline(s)/trade(s) of TVET institutes are evaluated by the third party assessors/confirming the quality in accordance with the prescribed standards. It is continuous a process of assessment leading to accredited programmes and institutions based on prescribed standards and criteria.

The NAVTTTC, which is the apex body to set national standards for quality of TVET, accredit the TVET institutes or programmes on the recommendation of TVET Accreditation and Quality Evaluation Committee (TA&QEC), which has been set up for this purpose comprises of academia and private sector representatives.

Under the TVET Reform Support Programme, a total of 1,000 TVET programmes were to be accredited by December 2016; however, this target has been surpassed. As of September 2016, a total of 1,127 TVET programmes/institutes have been accredited in different categories and still hundreds of more institutes/programmes are in the process of accreditation.

To create a sustainable and credible accreditation system, a National Accreditation Council has been notified.





# 1,127

TVET Programmes  
Institutes Accredited

- ✓ First-ever accreditation system for TVET sector introduced
- ✓ First-ever accreditation council notified
- ✓ 1,127 TVET programmes/ institutes accredited

Photo Credits: Mr. Abdul Majeed Goraya

# Cooperative Vocational Training (CVT)

Pakistan's TVET policy asks for a greater involvement of the private sector in policy-making and delivery of training to match 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.

The first batch of training was launched in Karachi in 2013 with 10 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 03 TEVTA Punjab institutions. As of September 2016, a total of 10 training institutes and 143 national and multinational companies are engaged in joint development and delivery of 10 CVT courses.

The pass outs of this training scheme have greater employability prospects. The scheme also generates advantages for participating enterprises and training institute through having a trained and qualified human resource.

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.





10  
Institutes

143  
Companies

886  
Graduates

160  
Teachers Trained

- ✓ CVT in Lahore & Karachi launched
- ✓ 10 institutes, 143 national and multinational companies engaged
- ✓ 886 men and women received vocational training in 10 CVT courses
- ✓ 160 teachers & instructors received training in pedagogy
- ✓ CT handbook launched

Photo Credits: Mr. Haider Ali

# Capacity Building of the Technical Education and Vocational Training Authorities (TEVTAs)

The Technical Education and Vocational Training Authorities (TEVTAs) are the prime agencies for the designing, developing and delivery of the technical and vocational education and training (TVET) at the provincial/regional level.

The TEVTAs are at the forefront of the implementation of the reform envisaged under the National Skills Strategy (NSS). Under the TVET Reform Support Programme, efforts have been focused on development of the overall management and operational system of TEVTAs. As a result of such interventions, all the TEVTAs and the designated departments for TVET in the provinces and regions have developed their respective human resources development plans, strategies and manuals.

Similarly, TEVTAs in Punjab, Sindh and AJK received ISO certification, which has helped these organizations to position as corporate entities within their respective areas. Around 800 mid-career and senior officials received training in management skills.

As a holistic capacity development approach, managerial, administrative and strategic capacities and competencies of TEVTAs have been strengthened in order to meet the increased provincial responsibility for TVET development after the 18th Constitutional Amendment.

Support has been provided in order to promote the private sector engagement through public private partnership (PPP). As a result TEVTAs identified seven different types of PPP ventures and accordingly institutionalized some of them with varying degrees of success.





# 880

## TVET Managers Trained

- ✓ 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

Photo Credits: Mr. Abdul Majeed Goraya

# Vocational Counseling & Job Placement (VC&JP)

Young men and women need counselling in career selection so that to make an informed choice. While selecting a career path within the technical and vocational education and training (TVET), the main idea behind counselling is to first apprise the trainee about the trades and occupations, which are high in demand in the market and secondly help the trained ones find a decent job in the area they are trained for.

Effective delivery of employable skills within the formal TVET system is not possible without structured vocational counselling and job placement services. Career counselling is vital for labor force development of a country and has increasingly been recognized as an important element of employment promotion and efficient labor market practices.

Pakistan's youth need to be guided to proper vocations and employment opportunities that best utilize their talents. There is no unified structure available for the TVET trainees for vocational counselling and job placement in Pakistan.

The TVET Reform Support Programme has helped setting up 102 Vocational Counselling and Job Placement Centers (VC&JP) across Pakistan. The support included provision of necessary equipment and training of 247 vocational counselling and job placement officers, nominated by various public and private sector TVET delivery organizations.

The main objective of this intervention was to establish a knowledge base and quality of service among people working in VC&JP services or employment related topics such as human resource management. Selected staff were trained on how to provide client-oriented counselling and how to liaise with local industry.

The training of vocational counselling and job placement officers was conducted in phased manners, as 49 among the total number also received international certification. In 2015, these officers passed the international certification process of the German Chamber of Commerce and Industry (CCI).





# 102

VC&JP Centers

# 247

VC&JP Officers  
Trained

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

Photo Credits: Mr. Rehaan Ahmad

# National Skills Information System (NSIS)

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](http://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 September 2016, data of approximately 700,000 skilled workers and over 70,000 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 3,581 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.



70,000  
Employers

700,000  
Skilled Workers

- ✓ First-ever National Skills Information System established
- ✓ Data of over 70,000 employers & 700,000 skilled workers uploaded
- ✓ Job fairs are organized to connect jobseekers with employers

Photo Credits: Mr. Abdul Majeed Goraya





# TVET Reform through the lense...



Dr. Julie Reviere, the then Programme Director Education GIZ Pakistan, receives gold medal from President of Pakistan, Mamnoon Hussain on behalf of TVET Reform Support Programme at ceremony at Karachi



Prime Minister of Pakistan, Mian Muhammad Nawaz Sharif is highlighting his government's commitment towards TVET Reform in Pakistan during his first state visit to Germany in November 2014



Minister of State for Federal Education and Professional Training, Muhammad Balighur Rehman, addressing the inaugural session of International TVET Conference Pakistan 2016



Chief Minister Punjab, Mian Muhammad Shahbaz Sharif is giving away certificate to one of the participants of skills competition at Lahore in 2013





German Consul General at Karachi Rainer Schmiedchen is giving away souvenir to Chief Minister Sindh, Syed Qaim Ali Shah at launching ceremony of CBT at Karachi



Chief Minister Khyber Pakhtunkhwa, Pervez Khattak is addressing the inaugural ceremony of Hunar Mela at Peshawar



Executive Director NAVTTC, Zulfiqar Ahmad Cheema is addressing the Showcasing of TVET Reform in Pakistan at Islamabad



German Ambassador Ina Lepel is addressing the inaugural session of International TVET Conference Pakistan 2016



Ambassador of the European Union, Jean-François Cautain and Ambassador of the Kingdom of the Netherlands, Jeannette Seppen are visiting a stall during Showcasing of TVET Reform in Pakistan at Islamabad



Head of Programme, TVET Reform Support Programme Hans-Ludwig Bruns is giving away certificate to one of the participants of skills competition at Faisalabad



Germany Pakistan Training Initiative (GPAT), featuring cooperation among 9 German and 3 Pakistani companies for creating demand-driven workforce in Pakistan, being is being launched in 2013 at Karachi



Minister of State for Federal Education and Professional Training, Muhammad Baliqur Rehman is visiting skills exhibition organized in connection with the launch of National TVET Policy at Islamabad in 2015



Chairman TEVTA AJK, Abdul Sami Khan and others are visiting a stall at Hunar Mela at Muzaffarabad



Position holders of annual examinations of Board of Technical Education, Khyber Pakhtunkhwa are posing for group photo with Chief Minister Ameer Haider Khan Hoti after the Gold Medal Award ceremony held at Chief Minister's House in 2013



The graduates of Cooperative Vocational Training are holding their certificates at a ceremony in Lahore



Group photograph of delegates of International TVET Conference Pakistan 2016 at Islamabad



## TVET Reform Support Programme

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