



Handbook for
Business and Industry Associations
 to promote TVET



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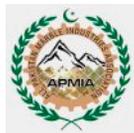
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Abbreviations

BIA	Business & Industrial Associations
CBT&A	Competency Based Training & Assessment
FPCCI	Federation of Pakistan Chamber of Commerce & Industry
IMC	Institute Management Committee
DBoMs	District Board of Management
NAVTC	National Vocational and Technical Training Commission
NMC	NVQF Management Committee
NSU	NVQF Support Unit
NVQF	National Vocational Qualification Framework
RPL	Recognition of Prior Learning
SCB	Sector Coordination Body
TVET	Technical & Vocational Education & Training
WBT	Workplace-based training



Introduction

The organized private sector realizes that the shortage of skilled and qualified work force is one of the key factors in limiting the productivity and growth of the industry. The sector also understands that private sector has an indispensable role to play in enhancing the labor market requirements for skill development. Effective role of the private sector in the planning, designing and delivery of TVET is crucial for producing a skilled workforce to meet the market demand. The FPCCI, being the apex body, representing organized private sector nationally has shown willingness to support the TVET sector in response to the call given by the Government of Pakistan.

The TVET Reform Support Program was launched in 2011 by the Government of Pakistan with the support of European Union and the governments of Germany, Norway and Netherlands to improve; access, equity, relevance and quality in skill development. The first phase of the program has concluded in 2016 and next phase has started in 2017 for another five years.

The accomplishment of phase one of the reform includes the formulation and approval of a National TVET Policy, development of National Vocational Qualification Framework (NVQF) and piloting of Competency Based Training and Assessment (CBTA). Based on the learnings from previous phase, the current phase of the program puts priority on Improved governance and private sector participation. The emphasis is on enhanced collaboration between private and public sectors for design and delivery and shared decision making. The groundwork is ready with direction, guiding principles, procedures and basic structure for implementation.

In view of a recognized involvement of the private sector in the design, development and delivery of TVET, member associations, chambers and large enterprises become important stakeholders. BIAs being close to the companies and mostly sector specific are now required to play a vital role according to the NVQF manual in identifying skills gaps and demands, representing employer in governing structures and partnering in the design and delivery of training. The new evolved role will require;

- Planning and delivery of CBT&A with increased collaboration between enterprises and training institutions (workplace-based training, further training, RPL assessments)
- Improving structures and governance of the TVET system via contributing to decision making for TVET delivery and management of TVET institutes
- Promoting cooperation with TVET academia in implementing TVET projects.
- Facilitating placement of TVET graduates into employment, long-term internship, work shadowing, job attachment etc.

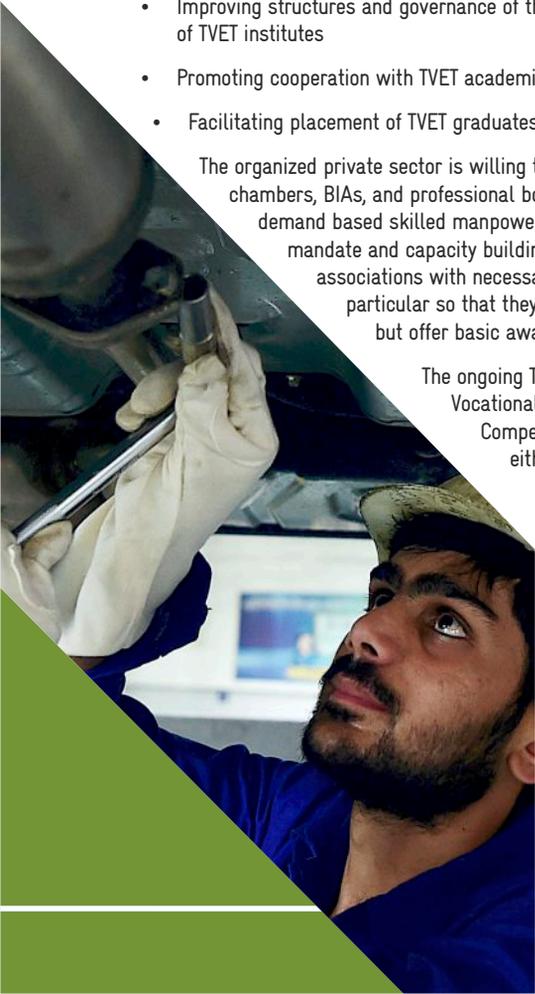
The organized private sector is willing to contribute through participation of private sector actors, including enterprises, chambers, BIAs, and professional bodies, at different levels for the efficient design and delivery of the TVET to deliver demand based skilled manpower. However, to actively participate, the private sector organisations require clarity, mandate and capacity building. The purpose of these guidelines is to provide the organized private sector associations with necessary information on TVET sector in general and its focus on private sector engagement in particular so that they can be meaningfully engaged. These guidelines do not provide regulatory framework but offer basic awareness of the system and structure.

The ongoing TVET sector reform in Pakistan revolve around the National TVET Policy and National Vocational Qualification Frame Work. The approach for design of the training is created on the Competency-Based Training and Assessment (CBT&A) methodology. The training is delivered either through institute-based training or workplace-based training, whichever is appropriate for the desired training outcome. CBTA model also has a flexibility of providing certification to people that are already trained through informal system. This process is called recognition of prior learning (RPL).

3.1) National Skill for All Strategy

The National Skill for All Strategy guides skills development strategies and defines coordination of all components and players involved in design and delivery of skill training.

The strategy secures commitment from all the stake holders for the development of skill and talent of the people to contribute for the economic development of the nation and provide them employability. The policy provides governance, structure and roles and responsibilities and emphasis on enhanced private sector



role.

3.2) National Vocational Qualification Framework (NVQF)

The NVQF focuses on defining qualifications, developing standards and processes for design, delivery and accreditation, developing equivalency with international standards and creating quality assurance standards and procedures. The creation of the NVQF is a major achievement that has been made through a well thought methodical approach. There are three volumes of NVQF manual that outlines all the related processes and functions.

3.3) Competency Based Training & Assessment (CBT&A)

The CBT&A is designed, developed and delivered through a process using the skill requirements of the market. It allows the learners to attain competencies, required for a job and that are recognized nationally through competency standards set by NVQF. This requires participation of industry throughout the process of training from design till placement providing solid linkage to market.

3.4) Institute Based Training

The institute-based training is conducted at an institute in a formal structure. The enterprises may support the institute for practical work exposure.

3.5) Workplace Based Training

The workplace-based training is conducted at an enterprise where the lead training provider is an enterprise. In such a training, the institute may help the enterprise for delivering theoretical part of the training. Workplace-based training provides direct relationship between company and the trainee. The model focuses on teaching the skills, knowledge, and competencies in an environment in which the students are supposed to work after graduation. A separate manual on workplace-based training is available.

3.6) Recognition of Prior Learning (RPL)

The RPL provides an opportunity to the informally trained skilled workers to get their skills assessed and certified. This provides a system to improve the job prospects of the individuals trained in the informal sector (Ustaad-Shagird). The qualifications are a set of competencies, having general, functional and technical skills. Candidates registering through RPL system are evaluated for their skills against the National Competency Standards and may be made eligible for declaring full or partially qualified.

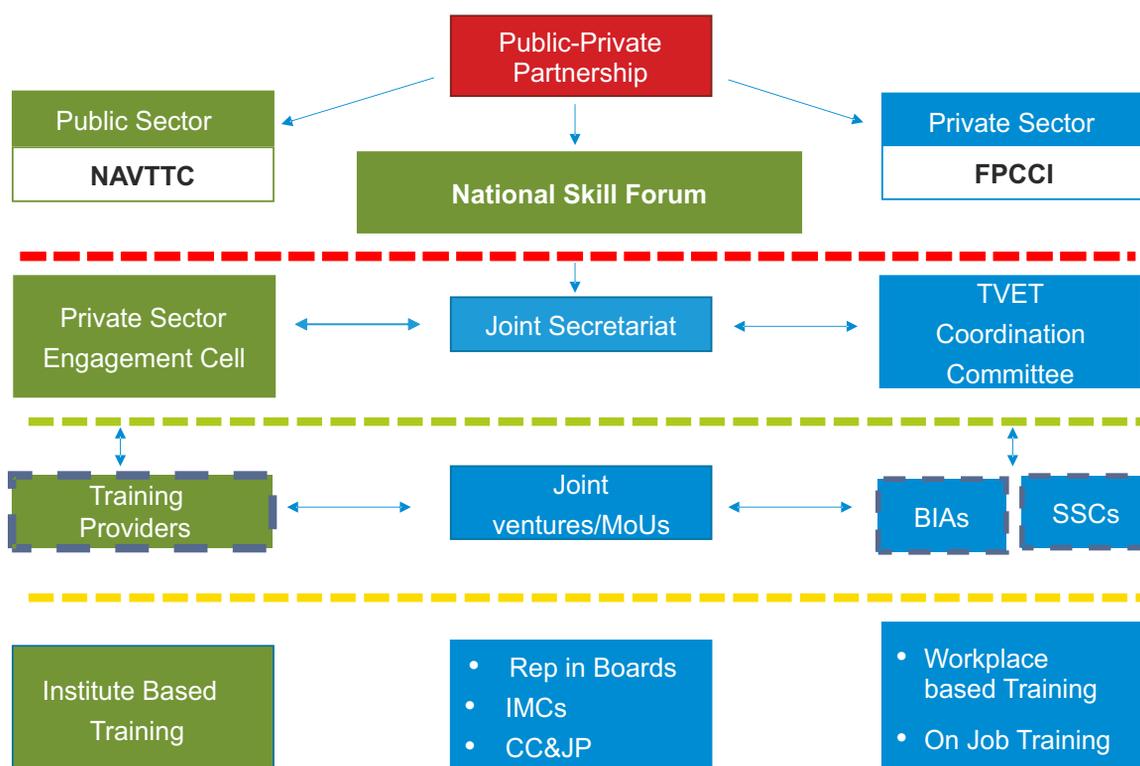


The role and mandate of the organized private sector in TVET

The engagement and formal involvement of BIAs is driven by the TVET Policy and is being steered by the structures announced in the management of NVQF (see 4.1). The participation in these structures makes private sector representation meaningful. The participation of private sector is critical at all levels and can be grouped as follows:

- Macro-level (National – National Skills Forum, policy dialogue, standardization)
- Meso-level (Regional – Coordination with TVET service providers, Business & Industrial Associations and Sector Skills Councils)
- Micro-level (Local – Implementation of workplace-based training, representations of employer at training institutes level)

The emerging organizational and institutional TVET landscape through a public-private partnership model facilitates a formal engagement of the private sector on all levels which is sketched in the following figure:



Macro-level (National – National Skills Forum, Policy Dialogue, Standardization)

At the macro-level, the 'National Skills Forum (NSF)' as a joint platform defines engagement measures between apex organizations in the public (NAVTC) and private sector (FPCCI) for TVET. The macro level sets an agenda and priorities of TVET sector, for performance monitoring and understanding of best practices. Overall, the macro level will facilitate capacity building, long term planning, funds management and quality assurance in the TVET system.

The success at macro level is achieved through interest representation and formal dialogue between the private sector and government at the National Skills Forum. The forum also facilitates and supports the industry-led Sector Skill Councils for defining occupational and competency standards as well as guide in the development of curricula and assessment packages in addition to

private sector representation in NVQF Management and bodies.

The forum has a joint secretariat to facilitate the execution of proposed TVET projects at national level and provides support in the implementation of technical topics. The apex organizations (NAVTTTC and FPCCI) created formal structures at their organizational levels to support the TVET interventions.

The 'Private Sector Engagement Cell' at NAVTTTC coordinates with business & industrial associations (BIAs) and mainly work with FPCCI's activities of TVET.

FPCCI has established a 'TVET Coordination Committee' for engaging its member BIAs in the TVET. This committee also works with other private sector organisations to facilitate TVET activities from planning to execution.

The macro level also facilitates the activities of meso and micro levels

Meso-level (Regional – Coordination with TVET service providers, Business & Industrial Associations – and Sector Skills Councils)

At the meso-level, the collaborative efforts between Sector Skill Councils and/ or BIAs with TVET Service Providers is the key process. Provincial forums are established that bring together key stakeholders in TVET on a regular basis. At these forums, the private sector has the opportunity to voice its concerns, identify best practices in the delivery of CBTA and pave the way for formal collaborative agreements between private and public TVET service providers.

The provincial forums through their joint secretariat facilitates the implementation of TVET topics and provide support for the conceptualization. Various partnership models are managed through joint ventures and MoUs where joint secretariat may play a role in supporting the implementation plan of MoUs.

Micro-level (Local – Implementation of workplace-based training, representations of employer at training institute level)

At the local or micro-level, recognising local skills demand and using available resources to meet those needs makes training relevant to the local business and ensuring that given qualification pathways and organized workplace-based practises are followed. This can be done through the creation of implementation capacities in BIAs, such as TVET Committees at BIAs, help desks for companies and proposed NVQF Support Units (NSU) in BIAs. In the foreground is the coordination of workplace-based training efforts, which are guided and agreed upon between companies and institutes and are based on joint Training plans.

Furthermore, the micro level ensures representation of private sector and BIAs at the institutes level through a formal arrangement which is Institute Management Committee (IMC) or District Board of Management (DBoMs) to get an input in the planning and implementation of workplace-based training courses. The private sector also takes a lead in supporting the career counselling and job placement activities.



The Mandate of the organized private sector

The Trade Organization Act of Pakistan requires all chambers and associations across Pakistan to apply for membership of the Federation of Pakistan Chambers of Commerce and Industry (FPCCI) within thirty days of the grant of licence. That makes FPCCI the apex body representing country's trade, industry and service sectors. It has 215 direct members across the country with a Head Office in Karachi, Capital House in Islamabad and Four Regional Offices.

The Memorandum of Association of FPCCI sets to promote and advance commercial, technical, industrial and scientific education and to establish or support institutions for achievement of such objectives.

As a commitment towards skill development the FPCCI, is collaborating with TVET agencies for the following purposes:

- To provide the organised private sector with the possibility to speak with one voice in matters related to the TVET policy and its implementation.
 - To provide clear mandates for private sector representation on governing bodies and structures.
 - To promote and support the creation of effective functional relationships and structures between private sector organisations and public governing bodies.
 - To facilitate the industry and training providers in strengthening the delivery of training via introducing industry led/ coordinated courses leading to better employability

Being the major beneficiary of skills development program, the private sector must partner with government for effective implementation of the program. In view of this FPCCI and NAVTTC have signed a MOU for cooperating in skill development by supporting TVET to provide the employer perspective in the development and implementation of skill-based training.

This will generate consistency, provide direction and uniformity of purpose within the member organisations on skill development programs. The MoU refers to;

- Encouraging the expansion of work place training and apprenticeship for employability and entrepreneurship
- Providing coordination to training institutions to establish linkages with industry
- Helping to identify and facilitate the capacity building of employer representatives to serve on TVET bodies.
- Facilitating the workplace-based training approaches via placing industry in the decision making through Institute Management Committees (IMCs) or District Board of Management (DBoMs)

The NAVTTC provides technical support to the FPCCI to build capacity within each member organization to enable informed participation in skills development and TVET approaches. To formally involve the private sector, the areas for involvement include interest representation, TVET promotion and service provision to members. Further elaboration on these areas are as follows:

Interest Representation

FPCCI is devoted to assist NAVTTC to categorise companies for contribution on its governance structures and bodies to provide a representative voice of members on TVET matters. This will place members and their employment market needs at the top of agenda. The capacity building of the member organisations will be required to have a clear mandate from their associations and to provide feedback on their representation. With the setting up of new structure, the involvement of BIAs will enhance.

National Skills Forum

The forum mandated to foster cooperation among key stakeholders, emphasize the efficient utilization of resources and underscore the need for coordination and planning.

The forum has the following functions:

- Recognise, acknowledge and promote best practices in TVET
- Advocate and create awareness so that TVET stakeholders are informed about the opportunities in TVET
- Function as a platform for the generation of consensus on various issues
- Discuss and make recommendations on strategies and policy issues
- Discuss the results of yearly reviews of the impact of the TVET reforms

In the notification an Executive Council has been established to manage the affairs of the Forum (the Executive Council de-facto constitutes the Forum). The members of the Executive Council have been notified. They include representatives from public and private sector, training providers, industry and TVET experts, with the President of FPCCI as Chairperson and the Executive Director of NAVTTC as Vice-Chairperson.

The responsibility of driving the dynamics of the forum lies with the FPCCI, in particular with the newly established TVET Coordination Committee and the President of the FPCCI as the chairperson of the forum (as per Notification). The formalization of the forum calls for the establishment of a joint secretariat with a lean structure to prepare among others, the forum agenda, issue minutes and engage in logistics tasks.

To collaborate with the public sector, the NVQF manual sketches the structure for participation. The governing bodies with private sector participation include;

Institute Management Committees (IMCs) or District Board of Management (DBoMs)

Institute Management Committee scope of work covers a single institute. On the other hand, District Board of Management may be responsible for more than one institute located in one district.

The IMCs or DBoMs are being created to support managing the training activity of training institutes to ensure that training is aligned with the skills need of industry, it is cost effective and it is heading towards the employment or towards further training. The main role of BIAs representation on IMCs is to ensure that institute management gives due recognition to CBT&A as well as Workplace based Training (WBT).

The Institute Management Committee (IMCs) or District Board of Management (DBoMs) shall be responsible for:

- Providing guidance and oversee all strategic decision to be made at the Institutional level.
- Preparing annual training plan and regularly assess the overall performance & operation of the institute.
- Establishing linkages with local industry and collecting requirements of skilled workforce from employers.
- Reviewing and approving the budget of the institution, generating, retaining and utilizing all the funds other than fee to be deposited in the Government treasury.
- Monitoring the staffing and faculty performance and professional development.
- Facilitating placement of trainees in industry for on-the-job training and instructional staff for skill upgrading and exposure to latest technological development.
- Capacity Building in Workplace based training.
- Identify local employment opportunities or requirements of skilled labor force and facilitate career counselling and job placement measures
- Prepare annual training plan based on identified training needs
- Reflect on the effectiveness of the prescribed training courses and suggest remedial actions
- Facilitating workplace-based training (on-the-job, off-the-job & apprenticeship training)
- Develop and propose to TEVTA / VTC a sustainable and effective mechanism by which inputs on above mentioned functions is communicated to the TEVTA / VTC board for its consideration wherever relevant.
- Promote public private joint ventures for income generation and enhancement of training quality

Promotion

FPCCI is committed to support in promoting the TVET policy, NVQF structure, CBT&A and WBT within its member associations for providing clarity and creating awareness. The crafting of these guidelines is the first step toward that goal. It will assist in developing the required organisational and institutional capacities that are essentially required for private-public partnership for

strong linkage. The workshops and seminars will be conducted within BIAs for creating awareness for their member organisations.

Service provision to members

FPCCI facilitates its member organisations for effective implementation of the training programmes. The facilitation includes capacity building on the design and delivery of the organisation, participation on governing structures and re-alignment of structure within private sector at national, provincial and local/sector levels to implement TVET.

The TVET Coordination Committee develops a service packages to engage and facilitate the members organizations. Moreover, the TVET Coordination Committee also facilitates the members organizations in understanding and executing various TVET interventions which are suggested in;

- TVET policy manual ([link of TVET policy](#))
- NVQF manuals ([link of NVQF manuals](#))
- Manual of Institute Management Committee (IMCs) or District Board of Management (DBoMs) ([link of Manual](#))
- Manual of Workplace based Training (WBT) ([link of manual](#))



Upcoming organization of the private sector in TVET

TVET is defined along sector lines. sector associations in particular, therefore assume a special role. Chambers on the other hand are involved in TVET, where a particular sector is not organized as an Association.

Sector Skill Council (SSC)

Associations of particular sectors may also establish Sector Skill Councils (SSC) to deal with TVET. SSCs are established by notification (as has already been done with Interim councils in the hospitality and construction sector). The Governing Body of SSCs has membership from sector associations, leading companies (allied industries) and training providers (institutes/CoEs/TEVTAs). The Councils may invite ad-hoc experts to sit on the Council when discussing specific issues. These experts shall only attend upon request and shall not be considered as members of the Council.

The notified Interim Councils have the following responsibilities and tasks:

1. Develop structure/procedures for the sector
2. Develop and implement the annual business strategy of the sector
3. Mobilize and reach out to the companies within the Sector
4. Publish annual report

The key functions of SSCs are:

- To provide information and assessments about the labor market to formulate policy and decisions.
- To provide practical guidance and help to employers on training policy/practice and to develop a coherent sector view on policy developments.
- To support and develop training and skills solutions, including the development of standards-based qualifications, competence-based training programmes and tailored training provision to meet the Sector needs.
- To develop the capacity within the Sector to respond to Sector demands, including training of trainers and strengthening the ability of individual employers to develop their employees.
- To play a proactive role for providing opportunities of on the job trainings to the trainees in workplace like environment and also help to identify career-path ways within the industry.
- To provide the opportunities and actively support the trained manpower for job placement in the Sector.
- To priorities industry skills and workforce development training needs.

The manual on Sector Skills Councils (SSCs) will serve as a guideline and technical tool to strengthen SSCs ([link to the SSC manual](#))

TVET Coordination Committee (TCC)

The TVET Coordination Committee in FPCCI has the following roles and functions;

- To promote and ensure an effective and efficient coordination and participation of economic and occupational sectors in TVET at all levels
- To capacitate the FPCCI, Chamber, Association and SSC representatives on to articulate private sector interests in the management of NVQF (coherent voice of the organised private sector)
- In cooperation with NAVTTC, facilitate the activities of joint secretariat for the National Skill Forum
- To bring allied associations together for the purpose of identifying priority occupations and skill gaps in order to respond to demand-orientation in TVET
- To act as a one-stop office for information and promotion of BIA engagement in TVET and to advise BIA on the establishment of appropriate organisational and institutional capacities to meaningfully engage in TVET and WBT coordination at regional and local levels
- To support functional relationship between associations, chambers and SSC

- To support and promote uniform operational templates for BIA engagement in WBT (MoU, training plans, logistics such as databases, etc.)
- To coordinate with NAVTTC on all forms and measures of private sector engagement

TVET Committee

TVET Committees works at regional level in BIAs. The function of TVET Committees include;

- Identify roles and functions of BIAs (promotion, information dissemination, mobilisation of member companies and business communities, such as events, communication with public, relationship with training providers, etc.) in cooperation with stakeholders for TVET interventions.
- Identify a focal person in BIAs who can be the main coordinator for member companies on TVET.
- Provide guidelines for BIAs to promote and support workplace-based exposure for institutional trainees during and after training in line with the WBT Handbook
- Understand the needs of member organisations on TVET and develop plans to address the needs.
- Create awareness sessions with member organisations on TVET, CBTA, NVQF and WBT.
- Develop data on skill gaps and develop plans for design and delivery of CBTA.
- Coordinate with local TEVTAs
- Clarify procedures and financing with governing bodies
- Facilitate placement activities of the graduates.
- Arrange dialogues and networking sessions with public sectors for better coordination.
- Involve members in the planning and delivery of workplace-based training courses
- Arrange awareness on Benefits/ROI for TVET to the industry/BIAs

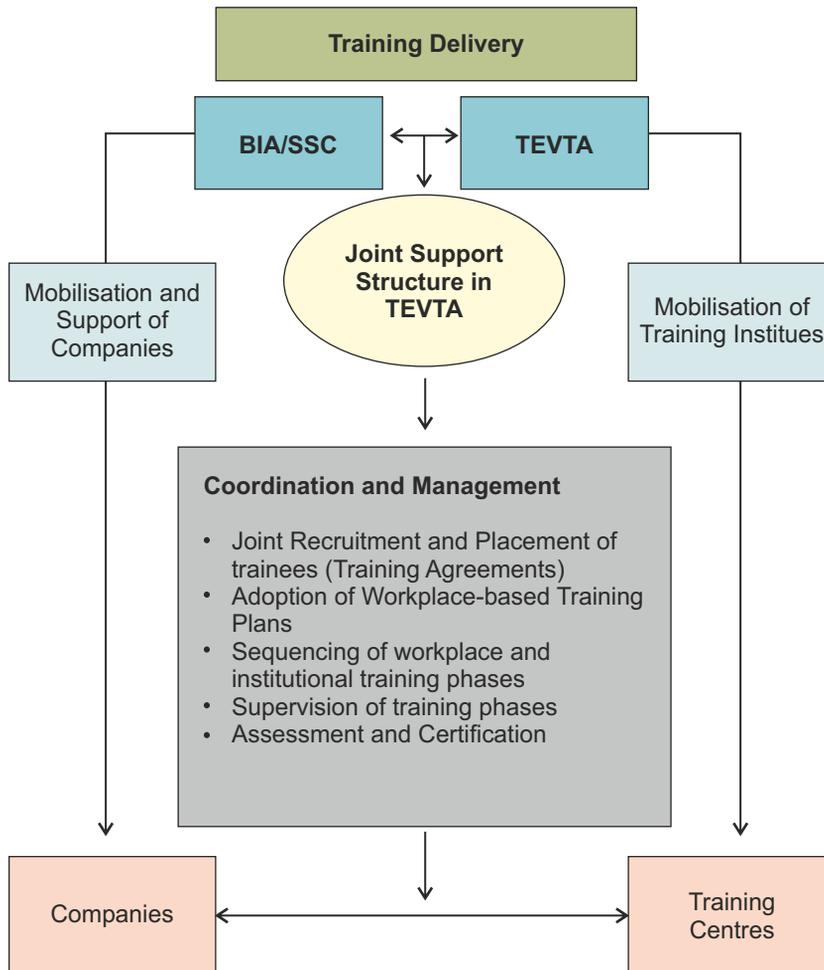
WBT Coordination

A robust promotion and coordination of WBT between BIA and/or SSC in collaboration with TEVTA and IMC requires unambiguous functional relationships among these stakeholders. The BIAs are expected to assume a supportive role in promoting and coordinating WBT approaches.

The IMCs/D-BoMs and TEVTAs are expected to perform a leading role in coordinating the functional relationship between enterprises and institutes. TVET service providers may manage and coordinate the responsibilities in cooperation with BIAs, SSCs and IMCs/D-BoMs.



Training providers may enter into cooperation agreements with BIAs and/or SSCs to support the relationship between companies and institutes in delivering workplace-based training phases in companies or providing access to company workers and employees for formal training in institutes. Such agreements could establish joint support structures that cover a number of elements as follows:



The manual on Workplace based Training (WBT) serves as a guideline and technical tool to strengthen training delivery (<https://tvetreform.org.pk/wp-content/uploads/downloads/2017/07/Linking%20Training%20in%20the%20Institutes%20with%20Workplace-A%20Handbook.pdf>)

Capacity Creation and Sustainability

Private sector engagement covers a band of involvement that needs minor steps to be taken to build capacity to form a strong long-term strategy. FPCCI will play the main role to facilitate the development of TVET system in the member organizations. The role of the private sector requires development of clear purpose, based on a TVET system capacity and objectives. In addition, it will require training sessions on the following areas;

- Awareness on TVET model for industries on sector basis.
- Establishment and operation of TVET committees.
- Capacity creation to participate on governing structures.
- Create Help desk to support member organisations
- Provide Consultation

The funding options to provide the capacity creation process could be through;

- Engage NAVTTC/TEVTA on the possibility of financial sharing.
- Provide fee-based service package to the industry.
- Develop data base of skill needs and available resources and provide this service to members against fee.
- Once the trust is built on the benefits of the model to industry a monthly fee will be charged to members for the sustaining the system.



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