



Final Report Vision 2025

2013

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Name of Organization

National Vocational & Technical Training Commission (NAVTTTC)
Headquarters, 5th Floor, Evacuee Trust Complex, F-5/1, Islamabad

Focal Persons

- 1) Syeda Adeela Bokhari
Director General (Accreditation & Certification)
- 2) Abdul Hafeez Abbasi
Director (Training of Trainers)

Vision

Skills for Employability, Skills for All

Mission

To provide direction, support and enabling environment to public & private sectors to implement training for skills development in order to enhance social & economic profile of Pakistani workforce.

Mandate

- Device National TVET Policies, Strategies and Regulations
- Develop National Qualification Framework (NQF)
- Develop Accreditation System, Certification, Standards & Curricula
- Create Performance Evaluation System for TVET Sector
- TVET Development through Public-Private Partnership
- Reforming National Apprenticeship System
- Develop National Skills Information System (NSIS)
- Conduct Training for youth focusing female, disadvantaged and neglected sections of society

Objectives

1. Developing modernized & high quality Competency Based Skills System;
2. Enhancing employability of youth by improving the quality of Technical & Vocational training and lifelong learning;
3. Promoting Public Private Partnerships and Institute-Industry Linkages;
4. Improve Access and Equity in Training for specific groups including informal economy and rural areas.

Functions of the organization

- a) Devise & review policies and evolve strategy relating to Human Resource Development with a focus on Vocational & Technical Training and Employment in general;
- b) Prepare for approval of Board, National Training Plans, Programs and Projects in coordination with stakeholders for the expansion of Vocational & Technical Training Infrastructure in the country;
- c) Formulate policies for capacity building in the field of Vocational & Technical Training;
- d) Develop National Occupational Skills Standards, Curricula and Trade Testing Certification System for all sectors in which Vocational & Technical Training is imparted;
- e) Prescribe conditions under which institutions in public & private sector may be established and operated;
- f) Facilitate skill development and employment generation through enhancement of Public Private Partnerships;
- g) Improve quality of training of instructors through skill-upgradation programs;
- h) Regulate affiliation of establishments and institutions offering vocational & technical training;
- i) Issue regulations for licensing of Federal establishments and institutions;
- j) Organize workshops, seminars, symposia and panel of discussions in respect of employment and training issues;
- k) Establish National & International linkages with organizations of repute to make national programs credible and promote marketing of manpower;
- l) Establish an internationally acceptable system of accreditation for vocational & technical training;
- m) Coordinate with the provincial governments in the field of vocational & technical training;
- n) Review existing laws and regulations on vocational & technical training and recommend appropriate legislation;
- o) Carryout training need assessment survey;
- p) Prepare & maintain a databank of institutions and establishments imparting vocational & technical training and directory of their graduates and their placements;
- q) Suggest innovative programs for promotion of vocational & technical training among females, challenged and neglected sections of the society;

- r) Suggest performance evaluation parameters for vocational and technical training programs and conduct performance evaluation of technical & vocational institutions;
- s) Bridge widening gap between planning & implementation for improving access, delivery and quality of technical & vocational training by applying new instructional & communication technologies;
- t) Suggest ways & means for effective coordination and linkage between technical & vocational training and industry, business and commerce to make vocational & technical training relevant and responsive to market needs;
- u) Formulate and recommend strategies for pre-service and in-service training of vocational & technical training staff; and
- v) Develop code of conduct for vocational & technical training institutions and staff for meeting quality assurance standards;

Indicators

1. Developing National Vocational Qualification Framework.(NVQF)
2. Devising modes of Assessment for Recognition of Prior Learning (RPL)
3. Establishing Vocational Guidance and Job Placement (VGJP) Centers
4. Accrediting TVET Institutions and Qualification Awarding Bodies.
5. Establishing National Skills Information System.
6. Establish International Linkages.
7. Devise & Review TVET Policies (TEVT REGULATORY FRAMEWORK)
8. Draft procedures for attestation and verification of Certificates and Diplomas.
9. Develop & Implement Competency Based Curricula.(by Training the Trainers & Assessment Bodies and providing Infrastructure)
10. Reforming Apprenticeships Training including informal apprenticeships
11. Innovative Training for Youth

History of the organization

Technical Vocational Training system in Pakistan was highly fragmented and unstructured that required reforms at all levels from policy formulation to training delivery. Realizing the need for uniformity and developing a close coordination system, the Government of Pakistan established National Vocational & Technical Training Commission (NAVTTTC) in 2005 through an Ordinance of 2005, as an apex body for Technical & Vocational Training. The NAVTTTC Headquarters was placed at Islamabad Capital Territory having its regional directorates in each province including ICT and Sub-Regional Offices at Multan, Larkana, Gawadar, Gilgit-Baltistan and FATA.

NAVTTTC has been mandated to act as federal agency for TVET to **provide policy direction, regulation and coordination** to all TVET stakeholders for skill development in Pakistan.

In 2011, NAVTTTC Act was promulgated by parliament. In accordance with the Act NAVTTTC is responsible for setting-up of national occupational skills standards, development of curriculum, national vocational qualification framework, labour market information system, evolving policy and conducting training of instructors, developing & internationally acceptable accreditation system, public private partnership and setting-up of institutional standards for TVET providers etc.

Since inception, NAVTTTC has taken several interventions to reform the TVET system in Pakistan. National Skills Strategy 2009-2013 was evolved in consultation with all the stakeholders including chamber of commerce, employers, academia, policy makers and donors. NSS provided a comprehensive action plan for revamping of TVET in the country. Several actions have already been taken which includes development of national qualifications system for teachers, code of conduct, accreditation system, skill standards and curriculum.

1. NAVTTTC has been interacting with various donor agencies i.e. GIZ, ILO, JICA, KOICA, UNESCO, UNIDO, British Council, TIKa etc. for various reforms mandated under its Act. **FINANCING AGREEMENT** was signed on **20.12.2010** between **the Commission of European Community** (EU Head) and the **Islamic Republic of Pakistan** (Secretary EAD)

the Ministry of Economic Affairs and Statistics)for TVET Reform Support Program-II, the **INDICATORS** for this Reform were:

- **Component 1:** Institution Building.
- **Component 2:** National Qualification Framework.
- **Component 3:** efficient and Innovative Training delivery (FIT)and Labour Market Information Services (NSIS)

Based on the Financing Agreement an 'Implementation Agreement' was signed was signed between **ED NAVTTC** (Partner) and the **Country Director for the Commission for European Community** and Ms. Julie signed as Principal Education Advisor (for GIZ the Implementing Agency) on 17th May 2011

- **Component 1: Governance**(Roles and Mandates of TVET Stakeholders, NSS Implementation Plan, Accreditation of 1000 TVET Institutions, 5 Policy Documents, TVET Reform) Communication Strategy(Additional)

TVET Monitoring & Evaluation (Additional not given in Implementation agreement)

- **Component 2: NVQF and HRD**

(Develop NVQF, Skills Standards & curricula and Certification processes, Assessment Packages, Recognition of Prior Learning, and Implementation of Curricula

- **Component 3: Innovative Training and LMI**

(FIT 44 Projects, 6 learning Regions to train further 100,000 youth in demand driven trades to get employment.

LMIS now NSIS and Vocational Guidance and Job Placements Centers.

The program is being implemented by GIZ. 2014 is a crucial year for achievement of goals and objectives of this Programme. **ADDENDUM TO IMPLEMENTATION AGREEMENT 2012** was signed between **ED NAVTTC** and **Country Director of the Commission for the European Community**) with Ms. Julie signing as Principal Education Advisor (for GIZ) **GERMAN PAKISTAN TRAINING INITIATIVE (GPATI)** Introduced because of the additional funding available to GIZ from Germany for TVET Reforms in Pakistan. **COMPONENT 4:** Capacity Building of TEVTAs & NAVTTC introduced because of the **additional funding from European Union Community** made available to GIZ for TVET Reforms.

Where we are at present?

Technical Vocational Training system in Pakistan was highly fragmented and unstructured that required reforms at all levels from policy formulation to training delivery. Realizing the need for uniformity and developing a close coordination system, the Government of Pakistan established National Vocational & Technical Training Commission (NAVTTTC) in 2005 by an Ordinance of 2005, as a National apex body for Technical & Vocational Training. The NAVTTTC Headquarters was placed at Islamabad Capital Territory having its regional directorates in each province including ICT and Sub-Regional Offices at Multan, Larkana, Gawadar, Gilgit-Baltistan and FATA. NAVTTTC has been mandated to act as a Federal Agency for TVET to provide policy direction, regulation and coordination to all TVET stakeholders for promoting skill and human resource development in Pakistan. In 2011, NAVTTTC Act was promulgated by the parliament. In accordance with the Act NAVTTTC is responsible for:

- setting-up national occupational skills standards;
- developing competency based curriculum;
- preparing national vocational qualification framework;
- establishing labour market information system;
- evolving policy for human resource development and skilled workforce;
- conducting training for instructors;
- developing an internationally acceptable accreditation system;
- strengthening public private partnerships;
- and setting-up institutional standards for TVET providers.

Since its inception, NAVTTTC has intervened to reform TVET sector in Pakistan. As a first step it evolved NSS (National Skills Strategy 2009-2013) in consultation with all stakeholders including chamber of commerce, employers, academia, policy makers and donors. The NSS provides a comprehensive action plan for revamping TVET in the country. Several actions have already been taken which includes development of national qualifications system for teachers, code of conduct, accreditation system, skill standards and curriculum as priority areas. NAVTTTC has been interacting with various donor agencies i.e. GIZ, ILO, JICA, KOICA,

UNESCO, UNIDO, British Council, TIKa etc for the implementation of these reforms. In April, 2011, an agreement was signed with donors from European Union, Netherlands and Federal Republic of Germany for implementation of National Skills Strategy under TVET Reform Support Program. The program is being implemented by GIZ.

Present situation based on measurable indicators

Sr #	Indicator	Progress	Remarks
1	Developing National Vocational Qualification Framework (NVQF)	Draft NVQF Notified	Draft NVQF being tested in Pilot Phase.
2	Devising modes of Assessment for Recognition of Prior Learning (RPL)	RPL Parameters drafted	In June 2014 System will be in place.
3	Establishing Vocational Guidance and Job Placement (VGJP) Centres	Consultative workshops held with stakeholders	100 VGJP Centres to be established
4	Accrediting TVET Institutions and Qualification Awarding Bodies.	34 TVET Institutes 110 programs accredited so far	1000 Institutes will be accredited by 2016
5	Establishing National Skills Information System.	Renovation work and equipment in process	NSIS Cell will be fully functional by 2014
6	Devise & Review TVET Policies (TEVT Regulatory Framework)	Consultative workshops held with stakeholders	TVET Regulatory framework to be notified by Mar 2014
7	Draft procedures for attestation and verification of Certificates and Diplomas.	SoP notified	
8	Develop & Implement Competency Based Curricula	156 Curricula developed.	60 Competency Standards, Curricula and TLR be developed by Apr 2016
9	Reforming Apprenticeships Training including informal apprenticeships	Consultation held. Draft Working Paper Prepared	New Apprenticeship Law will be finalized by Jun 2014

10	Innovative Training for Youth	37,512 Youth trained under Funni Maharat Program. 115,585 youth trained Hunarmand Pakistan Program 25,000 youth being trained under PM Youth Program	
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Why we are in this situation? (Causes of confronting issues)

In 1947, Pakistan had a very low industrial base, only 4% of the total economy. The country started to industrialize in the 1950s and progress in this respect was very notable in the 1960s. To sustain the growth of the manufacturing sector, TVET sector expanded and strengthened. This initial momentum, however, could not be maintained due to a lack of resources as well as diminishing commitment by successive governments towards the TVET sector. The sector thus gradually lost its way to meet the needs of the emerging job markets.

Most of the dropouts and a large number of non-school-going youth especially in the rural areas end up in the informal skill-imparting sector commonly known as the UstadShagird (master-apprentice) system of traditional apprenticeship. The skills transferred via this informal system are generally task-specific and limited in scope and only a small proportion of naturally gifted young people excel in their subsequent career as workers or entrepreneurs. On the other hand, these dropouts and the —teeming millions of young men and women, as evident from the country’s demographical profile, are the potential candidates to be engaged in tailored skills development programmes of varying duration as well as in the conventional TVET institutions.

It is generally recognized that Pakistan requires a mixture of skilled workers, tradesmen, technicians, technologists, engineers, research workers and scientists in both public and private sector in order to alleviate poverty and to enhance and sustain economic growth. From the perspective of TVET sector management, three distinct levels exist, as shown below:

Federal Level

- Ministry of Education Training & Standards in Higher Education
- National Vocational and Technical Training Commission (NAVTTTC)
- National Training Bureau (NTB)
- National Institute of Science & Technical Education (NISTE)
- Public sector training providers
- Private sector training providers

Provincial / District Level

- Technical and Vocational Training Authorities (TEVTAs)
- Punjab Vocational and Technical Council (PVTC)
- Directorate of Technical Education (DTE)
- Directorate of Manpower Training (DMT)
- Skills Development Councils (SDCs)
- Board of Technical Education (BTE)
- Trade Testing Boards (TTBs)
- Public sector training providers
- Private sector training providers

Besides, several initiatives taken by Government for reforming the TVET System, the qualitative training for producing skilled manpower for absorption in domestic as well as international market, employability of youth, revitalization, uniformity and harmonization of TVET system are yet to be ensured. On the other hand, lack of coordination amongst various TVET players, trust deficit in the industry / employer, inadequate funding, lessor priority & political commitment pose a great challenge to the TVET System. The main causes of confronting issues / challenges are given below:

Strategy to improve the situation

NAVTTTC developed, 'The National Skills Strategy(2009-2013)' as mentioned above which proposed a paradigm shift from time bound, curricula based education to competency based training and from supply driven trainings to demand driven skills. Its objectives are:

- 1) relevant skills for industrial and economic development
- 2) improvement of access, equity and employability

3) and assurance of quality through an integrated approach.

To translate this vision into viable reforms, the NSS proposes twenty strategic initiatives as given below:

1. Providing Relevant Skills for Industrial and Economic Development

- Introducing Competency Based Training
- Establishing Industry Specific Centres of Excellence
- Increasing the role of the Private Sector
- Reforming the Apprenticeship System
- Encouraging Entrepreneurship

2. Improving Access, Equity and Employability

- Expanding geographical provision
- Making training delivery flexible
- Focusing on skills for women
- Training for disadvantaged groups
- Integrating Informal Economy Workers
- Enhancing the mobility of skilled workers
- Providing career guidance and placement services
- Offering vocational education in schools
- Improving the status of skills development

3. Assuring Quality

- Streamlining Policymaking
- Establishing a National Qualifications Framework
- Registering and Accrediting Institutes
- Reforming the management of training institutes
- Training Instructors

- Undertaking Research

In developed countries as well as the developing, the far-reaching benefits of having a skilled workforce have been acknowledged. Countries that are successfully competing in the global workplace and achieving social and economic gains, invest heavily in human capital through skills development. Pakistan has realized it very late where even within South Asian region the countries started in 90s Pakistan started in late 2011 and thus has to catch up with the world by ambitious efforts.

Best TVET practices in other countries

Japan at present is among the most developed countries in terms of **Monozukri**(Manufacturing) and technological advancement. Japan has a history of more than 50 years, where after World War II, it started with training people for getting employed and becoming self-sufficient.

Japanese invite foreigners, pays them well, **learn new skills** and then adopt those to transfer them to Japanese enterprises. Japanese Government and Private Sector work in collaboration, **Human Resource Development Promotion Act** gives Employer a responsibility to train its employees, and apart from this the Industry also feels its **Corporate Social Responsibility** to contribute, the term **Kaizan** (Daily Improvement) suggests that they keep on improving their skills , discard what is not required, add what new trends evolve and upgrade the skills of employees and train fresh graduates, people with intellectual disability and even elderly. There is no bar on who can learn skills to get employed. One thing that we can appreciate about Japanese is the **Spirit of Cooperation and Coordination** and that is a secret of their success, also they believe in hard work.

They never compromise on **quality of trainings** required, for **Developing Comprehensive Training Program** they consider:

1. **Analysis on Need of Industry** as per regional demands.(April)
 - Industrial Scale of the region
 - No of jobs & job seekers
 - Comments from High public officials about employment issues
 - Review of last year's performance.
 - Prepare Action Plan.
2. **Draft Plan for Training**
 - Whether to modify or continue the course or demolish it (Curricula Review)

- Introducing new skills courses
 - Competitiveness with private sector of education training courses (December)
 - 3. **Working Group of Training to Review a plan** consisting staff from Ministries involved, labour organizations, private sector education training institutions and regional public sector as in our case are TEVTAs(January)
 - 4. **Regional Steering Committee conference** including regional Industry, labour organization, private Trainers and regional public trainers to discuss (February)
 - 5. Implementation of Regional Plan for Human Resource Development by JEED in close collaboration with Regional prefecture(February)
- *Last Year 149 training programs were reviewed 33 new courses added and 33 abolished.

They try to place right person for the right job. Innovation in technology is considered to be a common knowledge that should be available to all. Japanese are concerned that nothing goes wrong as they consider that one drop of water can contaminate the whole process and each drop makes a river. So they believe in **KAWAKAMI-KAWASHIMO** Theory that shows production flow from origin (Kawakami) to Consumers or end users (Kawashimo) if anything goes wrong in between that can adversely affect the Company's profits and reputation.

In practical test they are given material they have to complete the job in given time with accuracy and the test is given according to the level. It gets more complicated for higher levels. The worker must know 5 **S [Sort; Set; Shine; Standardize; and Sustain]** he must know how to take out what is not required, he must know how to arrange the items and keep the tool handy, there shouldn't be any dust or rust, he must maintain high standard and do things spontaneously without being told.

The Second example is of Chengdu which is Capital of south west china's Sichuan Province, as an urban and rural education reform experimental zone jointly built by the Ministry of Education, Sichuan Provincial Government and Chengdu Municipal Government, it established a strategy of pushing forward **ICT in education** by enhancing **teaching facility standards** by implementing the policies of "**Standardized improvement of primary and middle schools**" and increasing government investment in education. Training Programs benefiting all teachers were conducted to integrate ICT in Education. The Training Programs focused upon ICT platform and took "new conceptions, new curriculum and new technology' as a theme. And initiated long distance teaching programs such as live video classroom teaching and network schools through elite school partnership with other schools, interactive alliance, regional cooperation and so forth. As a result students and teachers got access to quality educational materials.

As Pakistan is facing challenges (**Security issues** and Stability) especially in areas where there is more influence of terrorism, war and drone attacks. We need a **Policy, macro background and**

environment for ICT, infrastructure and can proceed with **ICT in teaching/learning** reforms. This might help us educate our people, increasing enrollment, improve teaching quality,, cut the cost, support lifelong learning and produce globally competitive citizens. On the other hand the misuse of ICT can also be detrimental so we have to be very careful. Bangladesh has taken an initiative to even teach skills to rural women through interactive videos and they say many of women are now engaged in producing several items for sale and have started as entrepreneur small business, supplying materials where required. Srilanka has also started teaching skills which can be taught through interactive videos, but this has its limitations though, the ICT skills and general education can be taught online, the assignments can be given on websites such as Egypt is using **teachers' web**, during Arab revolution, many schools shutdown because of security issues but the students were able to get assignments at home and teachers were able to evaluate them by sitting at home.

The share of ICT in our economy is still poor as per Labour Force Survey 2012-13, Pakistan Bureau of Statistics which shows:

ALL AREAS			RURAL			URBAN		
Total	Male	Female	Total	Male	Female	Total	Male	Female
0.51	0.63	.08	0.18	0.24	none	1.31	1.40	0.57

When we talk about ICT we always assume that all Pakistanis know how to use computers and mobiles, still there are schools that doesn't offer even furniture or learning materials to students. Remote areas are still cutoff, we do have villages where there is no electricity. There are places where girls are not allowed to get educated. But still ICT if linked with education can make a great difference in context of Pakistan.

Five Priority Areas

- 1) Developing National Skills Information System.
- 2) Developing NVQF & RPL (Assessment Procedures)
- 3) Competency Based – Demand Driven Training and Lifelong Learning System;
- 4) Reforming Apprenticeships Training including Informal Apprenticeships;
- 5) Employability of Youth through Skills Training including specific groups, informal economy and rural areas.

Anticipated Flagship Projects / Agreed Targets - Next 02 Years

- 1) Competency Based Training System

- a. 60 Competency Standards,
 - b. 60 Curricula,
 - c. 60 Teaching Learning Resources
 - d. 60 Assessment Packages
- 2) Internationally Acceptable Accreditation System
- a. FY 2014-15 – 200 Institutes
 - b. FY 2014-15 – 300 Institutes
- 3) National Vocational Qualifications System (NVQF)
- a. Piloting NVQF – FY 2014-15
 - b. Formal Launching FY 2015-16
- 4) New Apprenticeship System (including Informal Apprenticeships)
- a. Formal Apprenticeship Pilot (5,000 Apprentices)
 - b. Informal Apprenticeship Pilot (1,000 Apprentices)
- 5) Short-Term Skill Development Program
- a. 25,000 Youth FY 2014-15
 - b. 25,000 Youth FY 2015-16
 - c. 10,000 Youth under FunniMaharat Program FY 2014-15 & 2015-16
 - d. 10,000 Youth under Hunarmand Program FY 2014-15 & 2015-16

Input for 11th 5 Year Plan 2013-2018

CBT Implementation	Equipment/Machinery by June 2014	Training of Trainers by Dec 2014	Training of BTEs by March 2015	Training of first Batch by Dec 2015	Watching Placement March 2016	Employers Feed Back March 2017	
Establishment of NSIS	Cell Functionalized Feb, 2014	Capacity Building of Stakeholders Mar-Aug 2014	dissemination of report to stakeholders Aug, 2014	Formal Launch of NSIS in provinces Jan 2015			
Establishing Council for Accreditation	Approval from BoDs Nov 2013	Approval from Ministry March 2014	Funds to be released by July 2014	Operational from Dec 2014	Accrediting from Jan 2015	Targets to accredit at least 300 Institutions by 2017	
NVQF	credit Accumulation & transfer System March 2014	Defining Assessment Bodies for certification April 2014	RPL feedback July 2014 on NVQF levels/level descriptors and draft rules	August 2014 incorporation of all feedback	Development of Final NVQF draft with Assessment procedures September 2014	Notification	Acceptance workshop for decision making authorities on its implementation (Operational by 2015 at the max)

<p>44 Fit Projects/ 6 Learning regions (100,000 youth) + 75,000 youth Package of PM Individual Implementation Agreements to be signed between GIZ & NAVTTC (Jan 2014)</p>	<p>Watching out progress of 16 Fit projects launched so far and ensuring transparency in other projects March 2014. & Identifying Backward areas for learning regions to train 100,000 youth March 2014</p>	<p>Preparing PCIs for the Implementation & funding from donors as well as government for training of 1,75000 youth October 2014</p>	<p>Monitoring of Projects launched by Jan 2015</p>	<p>Watching placement of pass outs September 2015</p>	<p>feedback from industry December 2015</p>	<p>Continuous and uninterrupted process for next batches in priority identified</p>	<p>To Train at least 1,50,000 by the year 2017</p>
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Time Plan for each priority area

Sr #	Area / description	12 Year											
		5 Year											
		2 Year											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Developing National Skills Information System;												
2	Developing NVQF & RPL (Assessment Procedure)												
3	Competency Based – Demand Driven Training and Lifelong Learning System;												
4	Reforming Apprenticeships Training including Informal Apprenticeships;												
5	Employability of Youth through Skills Training including specific groups, informal economy and rural areas												

Quantifiable Goals / Targets for Year 2025

Sr #	Area / description	12 Year											
		5 Year											
		2 Year											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Developing National Skills Information System;	✓	✓	✓									
2	Quality Assurance System (Establishment & Functionalization of Accreditation Council) Developing NVQF & RPL (Assessment Procedure)	✓	✓	✓									
3	Competency Based – Demand Driven Training and Lifelong Learning System including Competency Standards, Curricula, TLM & Training of Trainers;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Reforming Apprenticeships Training including Informal Apprenticeships;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Employability of Youth through Skills Training including specific groups, informal economy and rural areas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Challenges

- Political commitment / TVET has always been the last priority
- Post 18th amendment scenario
- Fragmented TVET System (Federal & Provincial Level)
- Inadequate funding
- Outdated equipment / machinery, supply driven and poor quality of training
- Outdated , time bound curricula
- Quality of Instruction (Teachers Training) or skills up gradation of existing instructors
- Inadequate Labour Market Information
- No / limited linkages with industry (trust deficit)
- Non-existence of quality assurance mechanism
- Linkage with formal education (Vocational Qualification Framework)
- Employability of youth
- Recognition / formalization of workers those of in Informal Economy

Currently there are only 315,000 enrolled students across 1,647 technical and vocational education and training institutes in Pakistan. It is quite evident that a revival of TVET is necessary to achieve competent and quality workforce, only this will ensure respect, dignity and recognition for Pakistani Labour.

At present TVET is producing quantity and is not focusing on producing quality. District-level data reveals that there is little congruity between the local industry and the training available in vocational training institutes. Vocational Institutions are training number of trainees but without realizing what trade is in demand, what new technologies, trades and vocations are required rather than training in accordance to the needs of the local economy, institutes tend to offer simply what they have traditionally taught, or have been directed to teach through centralized decision makers. In such a situation placement of trainees is a big issue.

Conclusion and Implications on Pakistan's Economy:

Technical and vocational education and training (TVET) and skills development pose a serious challenge, particularly in countries with rapidly evolving labor markets. The subsector is often under the responsibility of several line ministries. It has, more than any other subsector of education, strong linkages to both formal and non-formal labor markets. Thus, TVET and skills development undoubtedly constitute a challenging subsector of education.

In many developing member countries (DMCs) of the Asian Development Bank (ADB), the government plays the dual roles of policy maker and regulator and of training provider, and plays them inefficiently due to lack of coordination and capacity and financing constraints. Unfortunately, TVET and skills development often provide a slow, inflexible, inadequate, and expensive response to the needs of the labor markets. Consequently, the gap between TVET graduates and labor market needs is increasing in many DMCs. The stagnation in TVET and skills development is further exacerbating youth unemployment, which poses a serious challenge and vulnerability.

Anticipating strong demand for skilled workers given the current 7% rate of growth of Pakistan's economy, the MTFDF 2005-2010 sets an annual training target of 950 000 appropriately skilled workers, of which 700,000 are expected to be trained in public-sector training institutes and 250 000 by private-sector training providers.

What has been described as a 'time-bomb' could be an imminent situation for Pakistan. The emerging demographic trends point towards a burgeoning population between the ages of 10 to 25 who will enter the labour market expecting to find jobs, only to find that their education and training has not provided them with the appropriate skills. Pakistan must prepare a policy response to such demographic trends and related employment expectations.

Migration of skilled, semi-skilled and unskilled workers has been a constant and encouraged employment trend. Importantly, remittances from the Pakistani diaspora represent a significant source of our foreign exchange earnings.

In 2005-06, foreign remittances from abroad approximated Rs. 4.6 billion, a large part of which originated from the earnings of semi-skilled and unskilled workers. Internationally however, the types of skills demanded are changing and higher skilled workers from other countries are being preferred over Pakistani ones. It is important therefore, to improve the skills profile of Pakistani migrant workers for them to be able to access better jobs in the international job market and gain higher incomes.

Even at home, Pakistan's domestic industry is no longer sheltered from international competition. While globalization has thrown up many challenges, it also presents increased

opportunities. To increase our share in world exports, of both traditional and non-traditional goods and services, and to compete with imported goods domestically, Pakistan has to focus on improving its competitiveness. Upgrading skills to enhance the productivity of our labour force would contribute greatly towards increasing our competitiveness.

The need to reform the skills development system therefore, comes from a number of directions: the need to be competitive globally, to increase the efficiency of the domestic industry, to support enhancement of foreign remittances, to provide employable skills to people in the context of a growing population and to ensure access to new career opportunities.

National Vocational and Technical Training Commission (NAVTTTC) as an apex TVET body at federal level possesses the vision and has devised its mission for promoting TVET sector in Pakistan. It is cognizant of its mandate and objectives and in lines with its mandate; it is performing its functions. It has in a short span of time developed the National Vocation Qualification Framework(NVQF), Recognition of Prior Learning(RPL), Competency Based Curricula and is in process of establishing National Skills Information System, an Independent Council for TVET Accreditation, Competency Based &Demand Driven Training and Lifelong Learning system, Formalizing & Integrating Informal Apprenticeship and Employability of Youth through skills training including specific groups covering the informal economy and rural areas also.

Through the Vision 2025, NAVTTTC has identified five priority areas and is clear with regard to its targets for the next two years to five years i.e. 2013-18. NAVTTTC possesses confidence to share its vision and timelines in priority areas and face all the challenges as they arise through the support of NAVTTTC Act, 2011 and it's National Skills Strategy which enjoys support of stakeholders across Pakistan.