



COUNTRY REPORT

Administration for Vocational Training and Education in Pakistan

Issues on Human Resource Development

Prepared by

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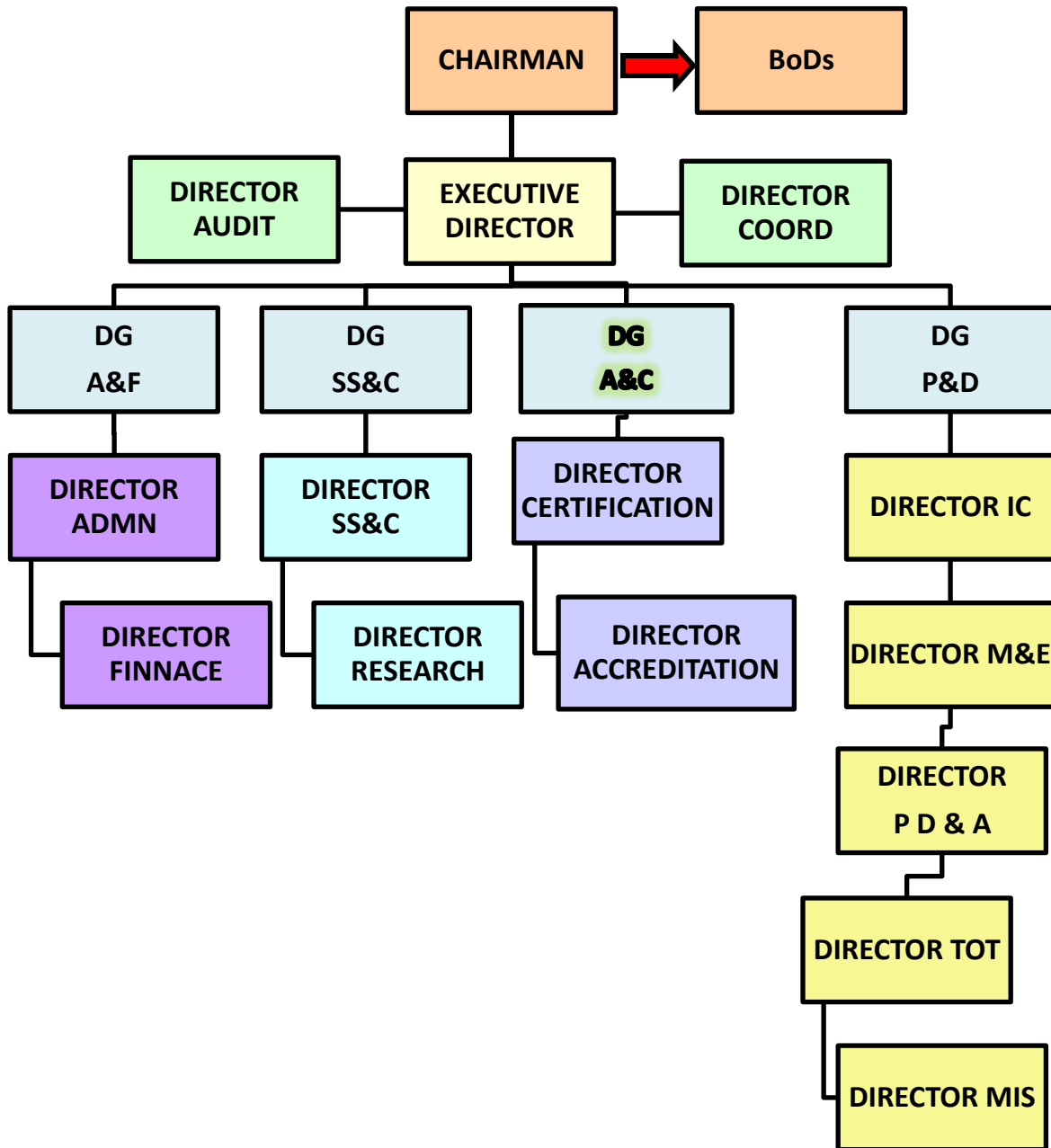
(Director General Accreditation & Certification)

National Vocational and Technical Training Commission
(NAVTEC)

PAKISTAN

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1. ORGANIZATIONAL CHART NAVTTC



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¹ National Vocational and Technical Training Commission (NAVTTC) HRM Wing

2. EPITOME COUNTRY PAKISTAN

1) Geographical Location



2) **Area: total:** 796,095 sq km

land: 770,875 sq km

water: 25,220 sq km

3) **Land boundaries: total:** 6,774 km

border countries: [Afghanistan](#) 2,430 km, [China](#) 523 km, [India](#) 2,912 km, [Iran](#) 909 km

4) **Climate:** mostly hot, dry desert; temperate in northwest; arctic in north²

5) **Population:** 190,291,129 (July 2012 est.)³

6) **Religions:** Muslim (official) 96.4% (Sunni 85-90%, Shia 10-15%), other (includes Christian and Hindu) 3.6% (2010 est.)⁴

7) **Ethnic groups:** Punjabi 44.68%, Pashtun (Pathan) 15.42%, Sindhi 14.1%, Sariaiki 8.38%, Muhajirs 7.57%, Balochi 3.57%, other 6.28%⁵

8) **Languages:** Punjabi 48%, Sindhi 12%, Saraiki (a Punjabi variant) 10%, Pashtu 8%, Urdu (official) 8%, Balochi 3%, Hindko 2%, Brahui 1%, English (official; lingua franca of Pakistani elite and most government ministries), Burushaski, and other 8%⁶

² <http://www.indexmundi.com/pakistan/population.html>

³ US Bureau of the Census based on statistics from population censuses, vital statistics registration systems, or sample surveys pertaining to the recent past and on assumptions about future trends.

⁴ CIA World Fact book

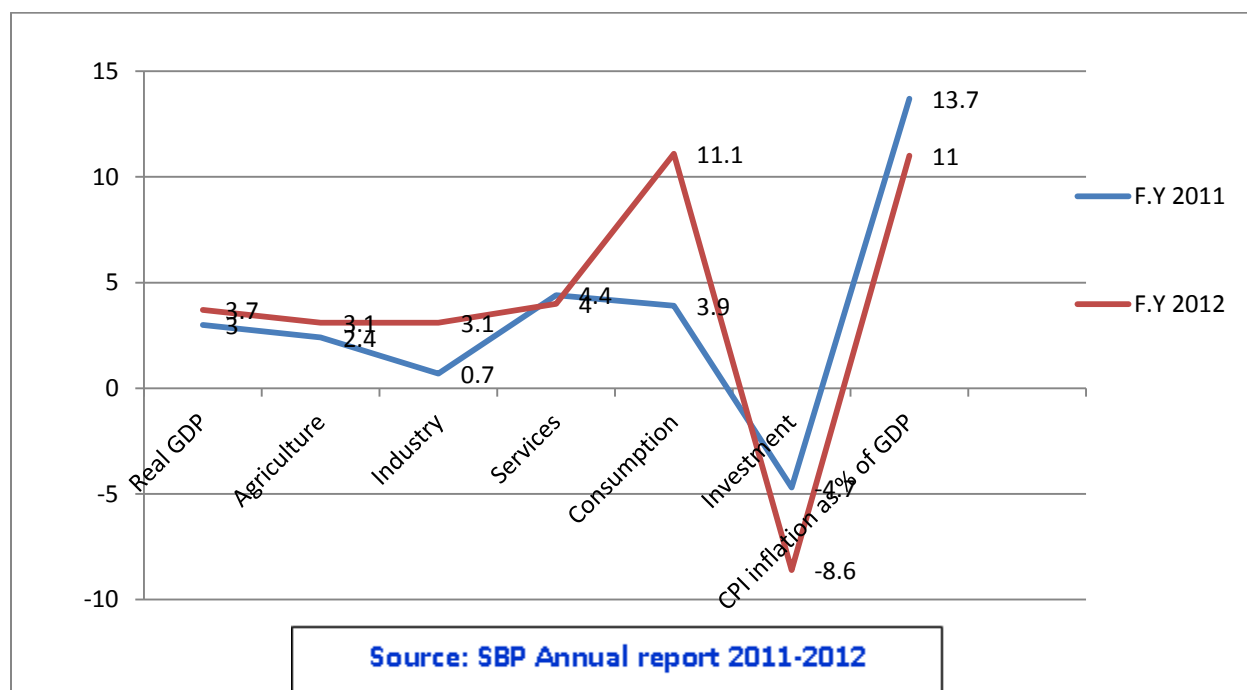
⁵ ibid

⁶ ibid

3. MACRO ECONOMIC INDICATORS GROWTH IN %

MACROECONOMIC INDICATORS		
	F.Y 2011	F.Y 2012
Real GDP	3	3.7
Agriculture	2.4	3.1
Industry	0.7	3.4
Services	4.4	4.0
Consumption	3.9	11.1
Investment	-4.7	-8.6
CPI Inflation as % of GDP	13.7	11
Current Account Balance	0.1	-2.0
Fiscal Balance	-6.6	-8.5
Public Debt	61.0	62.6

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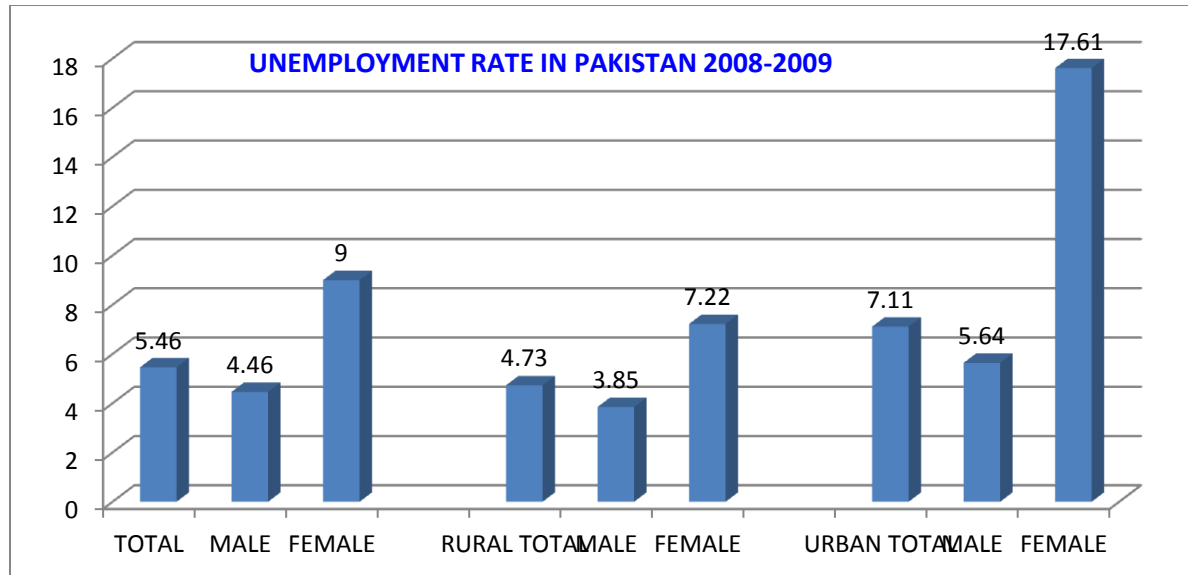


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⁷ State Bank of Pakistan Annual Report 2011-12

⁸ ibid

4. UNEMPLOYMENT:



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Unemployment is on rise, the year 2009-10 was problematic, marked by problematic political conditions, law and order situation, high inflation but despite all those difficulties Pakistan GDP showed an improvement as compared to 1.7% in 2008-09 it rose to 3.8% in 2009-2010.

“Full productive and Decent Employment for all is priority of Government of Pakistan, The availability of up to date data information is a pre requisite to promote employment opportunities for all.”¹⁰

Objective to create more employment opportunities will help us realize our Millennium Development Goals to eradicate poverty. From 1999-2000 to 2006-07 Labour force participation rate increased by 2.1% and from 2006-07 to 2010-11 it has increased by 0.9% but remains with 53.4% (population 15 +) where global labour force participation has been above 65% for the same age group in 2009.¹¹

Skilled Manpower is therefore essential to generate employment opportunities for our youth, at present we are facing huge challenges, we not only have to check the fake and fraudulent practices in society but also have to ensure that International Acceptable Standards are maintained in all our Technical and Vocational Training and Education Institutions, we want our labour force to be skilled in the real sense so they can earn a reputation for the country, this will be

⁹ Federal Bureau of Statistics 2008-09

¹⁰ ‘Pakistan Employment Trends 2011’ www.pbs.gov.pk

¹¹ ibid

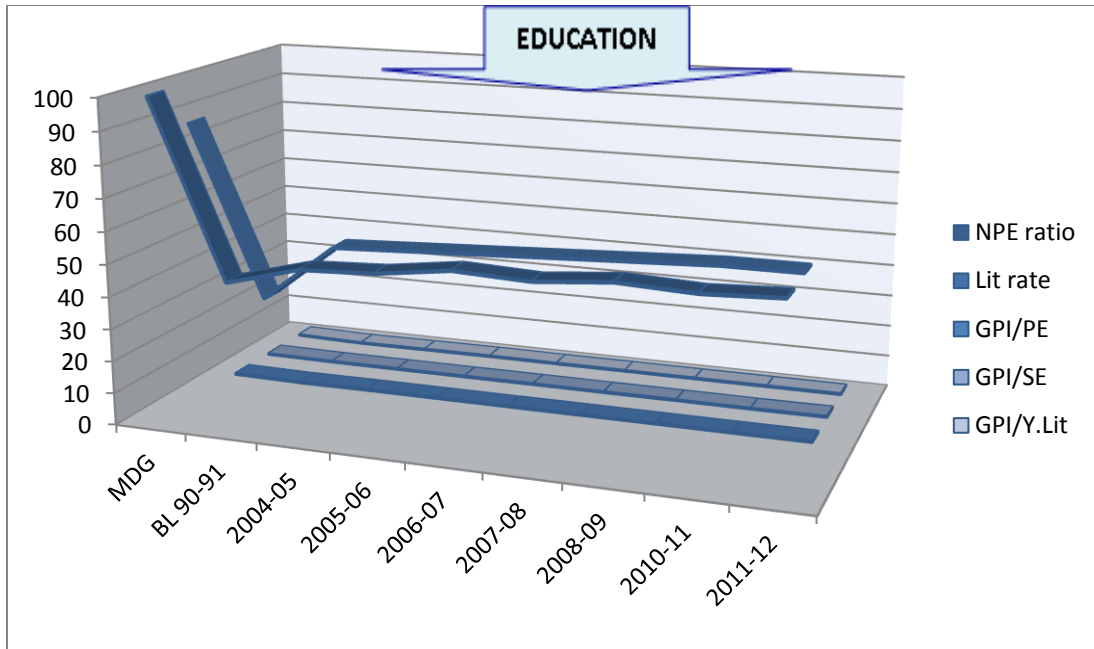
beneficial for them as well because they would be able to get market salaries for the work done, will get labour law protection and don't have to work under cover, illegally, being under paid and remain under employment.

5. EDUCATION

EDUCATION									
Indicator	Base Line 90-91	2004-05	2005-06	2006-07	2007-08	2008-09	2010-11	2011-12	MDG Target 2015
Net Primary Enrollment Ratio(NPE Ratio)	46	52	53	56	55	57	56	57	100
Literacy Rate	35	53	54	55	56	57	58	58	88
Gender Parity Index (GPI) Primary Education (PE)	0.73	0.85	0.85	0.85	0.88	0.88	0.88	0.9	1.00
Gender Parity Index (GPI) Secondary Education (SE)		0.77	0.78	0.78	0.82	0.8	0.85	0.81	0.94
Gender Parity Index (GPI) Youth Literacy (Y.Lit)	0.51	0.68	0.78	0.75	0.78	0.77	0.79	0.81	1.00

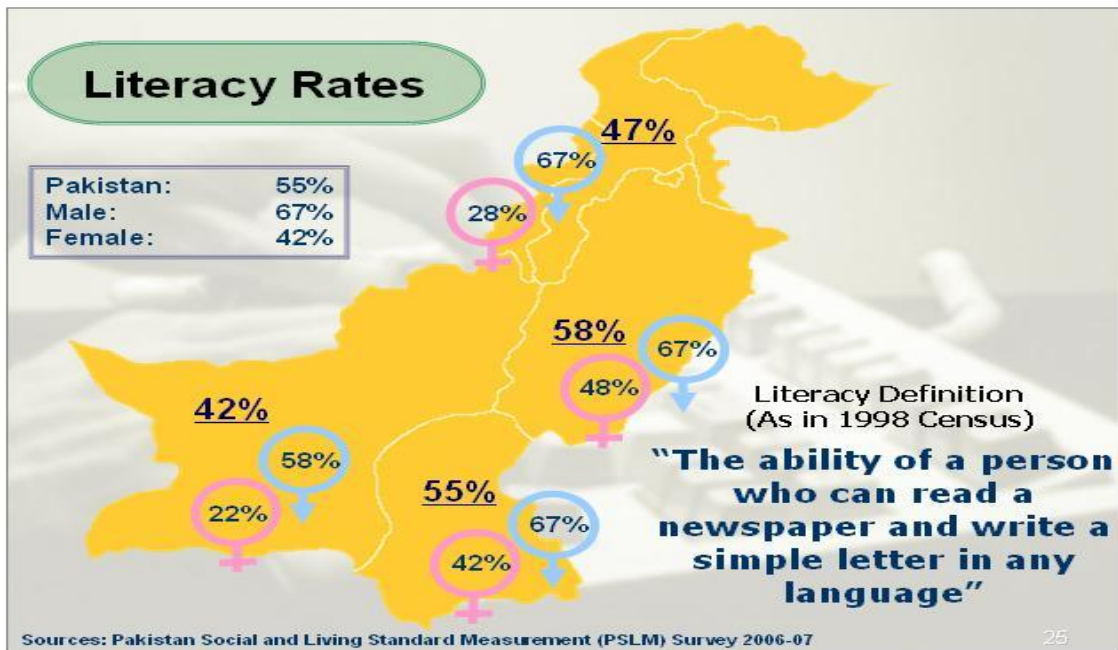
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¹² Pakistan Social & Living Standards Measurement Survey (2011-12) Government of Pakistan, Statistical Division, Pakistan Bureau of Statistics, Islamabad, May,2013



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6. LITERACY RATE:



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¹³Pakistan Social & Living Standards Measurement Survey (2011-12) Government of Pakistan, Statistical Division, Pakistan Bureau of Statistics, Islamabad, May, 2013

¹⁴ Pakistan Social and Living Standard Measurement (PSLM) Survey 2006-07

LITERACY RATE IN PAKISTAN PROVINCE WISE (continued from previous page)

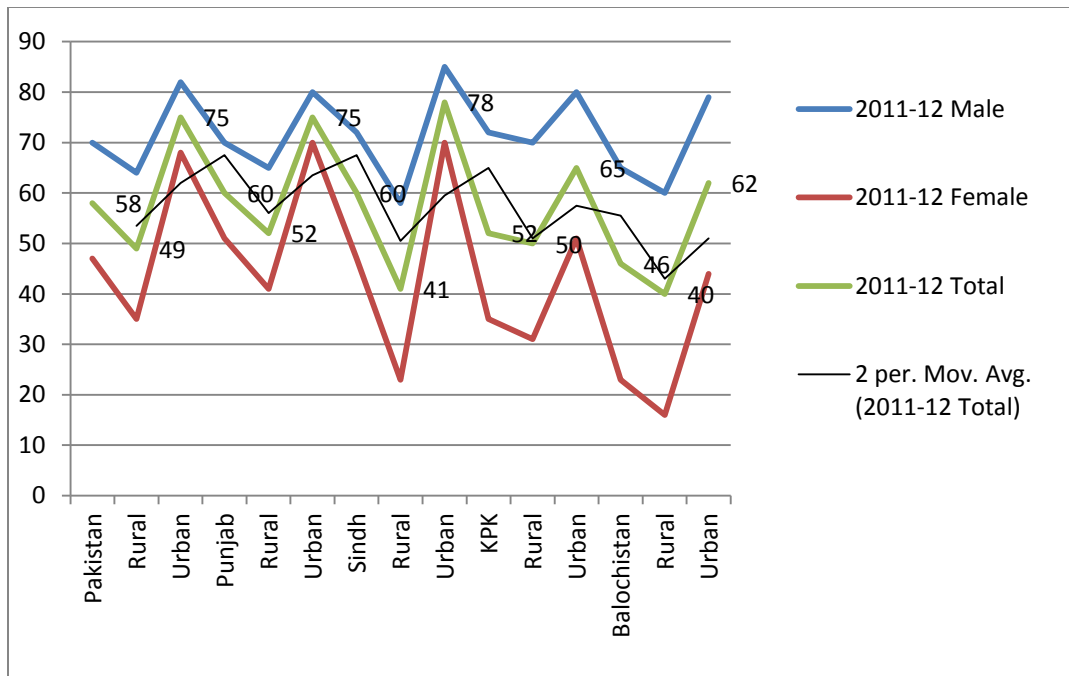
Province/Area	2010-11			2011-12		
	Male	Female	Total	Male	Female	Total
Pakistan	69	46	58	70	47	58
Rural	63	35	49	64	35	49
Urban	81	67	74	82	68	75
Punjab	70	51	60	70	51	60
Rural	64	42	53	65	41	52
Urban	80	71	76	80	70	75
Sindh	71	46	59	72	47	60
Rural	60	22	42	58	23	41
Urban	82	68	75	85	70	78
KPK	68	33	50	72	35	52
Rural	67	29	48	70	31	50
Urban	77	50	63	80	51	65
Balochistan	60	19	41	65	23	46
Rural	54	13	35	60	16	40
Urban	79	40	61	79	44	62 fn

¹⁵

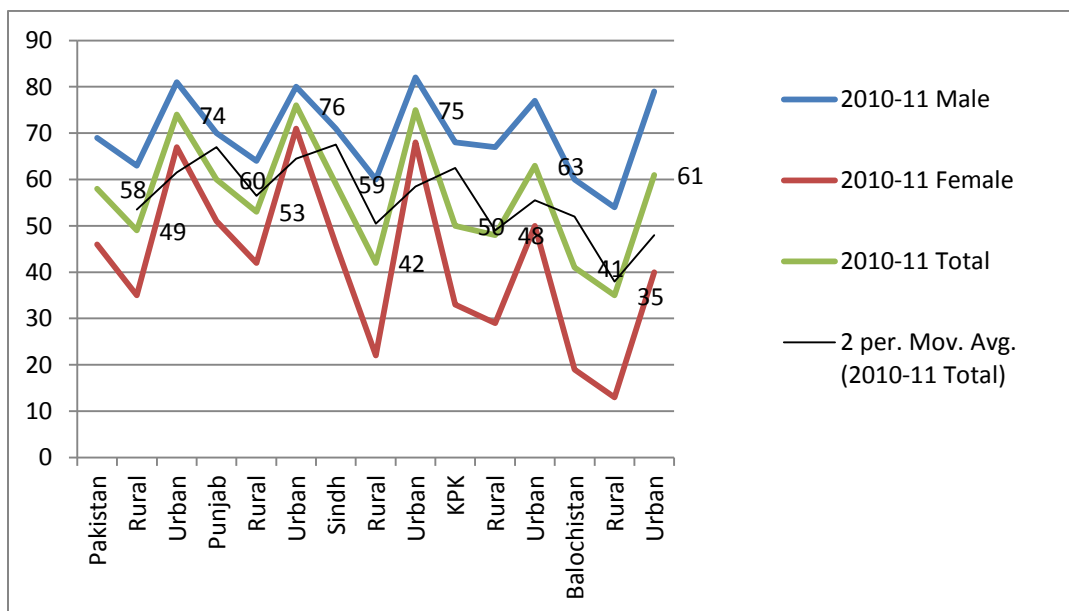
*Global Literacy rate Pakistan has been ranked as 113 out of 120 countries*¹⁶

¹⁵ <http://ilm.com.pk/pakistan/pakistan-information/pakistan-literacy-rate/>

¹⁶ 'Global Literacy rate Pakistan has been ranked as 113 out of 120 countries' Business Recorder, Wednesday, 24th October, 2012



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¹⁷ <http://ilm.com.pk/pakistan/pakistan-information/pakistan-literacy-rate/>

¹⁸ <http://ilm.com.pk/pakistan/pakistan-information/pakistan-literacy-rate/>

7. ENROLMENT IN SECONDARY VOCATIONAL INSTITUTIONS BY TYPES & SEX

Type of institutions	Sex	1999-00	2000-01	2001-02	2002-03	2003-04
Commercial	Total	22947	22305	24750	24270	26924
	Male	22283	21612	24175	23579	26002
	Female	664	693	575	691	922
Industrial vocational	total	8305	8053	8412	10596	17424
	Male	1933	1719	1549	3452	7611
	Female	6372	6334	6863	7144	9813
					33663	33122
Polytechnics/ Technical	Total	33350	31435	31423	30943	30227
	Male	30782	28760	28597	2720	2895
	Female	2568	2675	2826		
Type of institutions	Sex	2004-05	2005-06	2006-07	2007-08	2008-09
Commercial	Total	39180	54570	58796	68823	66055
	Male	37846	52514	56777	65830	63218
	Female	1334	2056	2019	2993	2837
Industrial vocational	Total	21885	33566	23413	28974	25396
	Male	9834	12529	6644	8531	10679
	Female	12051	21037	16769	20443	14717
Polytechnics/ Technical	Total	46292	60937	62456	73828	69382
	Male	42521	56222	58601	68595	65189
	Female	3771	4718	3855	4667	4193

¹⁹

- Note (i) = Decrease in Number, Enrolment & Teachers is due to up gradation of six Polytechnics Institute to degree level in Punjab Province in 1997-88
- (ii) Two vocational institution not functioning due to poor Enrolment in Sindh.
- (iii) Decrease in Number of Commercial institutions in due to merging of two to four centers
In all districts of Sindh Province.

An Insight in to Population and Labour Force Data

Total Population	177 million
Working age population (15-60)	126.11 million
Total labour Force	58.4 million(33% of total population)
Labour force participation rate	Crude Activity Rate 33 %, Refined Activity rate 46%
Labour force growth rate	3.4 % per annum (2 million new workers)
Population below 30 years of age	120 million (68%)
Unemployment Rate	3.50 million (6% **) (Real UR:33%*)
Registered worker abroad	5.7 million
Remittances in 2011	\$11.2 Billion (5% of GDP)
Target Youth	64.41 million (ages between 15-35 years)
TVET Institutes	1647 approx.
Total TVET enrolment	315,000 approx.
Annual Demand of TVET graduates in Pakistan	950,000 trainees per year
Total dropouts at different School levels	20 million
Literacy rate	58.5%
Illiteracy level among Pakistan's youth	30%
Percentage of population acquiring skills through VTE	Less than 6%
On-Job-Training (% of working population)	2.5%
Informal economy	73.8% of non agriculture economy
Trained manpower by NAVTTC (Since 2006 to Oct-2012)	135,325 trainees
Ranking in Higher Education & Training	122 out of 142 ²⁰

²⁰ Economic Survey of Pakistan 2010-11, SBP, *IMF, NSS, NAVTTC sources, MTFD document, Labour Force Survey 2011**, New growth Strategy, Global competitiveness Report 2011-12.

NUMBER OF SECONDARY VOCATIONAL INSTITUTIONS BY TYPE

Type of Institutions	1999-00	2000-01	2001-02	2002-03	2003-04
Commercial	216	218	200	164	181
Industrial/Vocational	194	196	192	209	235
Polytechnics/Technical	55	71	70	78	87
Type of Institutions	2004-05	2005-06	2006-07	2007-08	2008-09
Commercial	178	180	182	181	180
Industrial/Vocational	234	220	222	234	265
Polytechnics/Technical	91	103	104	98	100

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8. TVET EDUCATION:

Clause (a) of Article 37 of ‘The Constitution of Islamic Republic of Pakistan 1973’ gives Federal Government a responsibility to, *“promote, with special care, the educational and economic interests of backward classes or areas;”*

Clause (c) of the same Article states *“make technical and professional education generally available and higher education equally accessible to all on the basis of merit;”*

Article 70 (4) Federal Legislative List Part I, item No. 16 reads *“Federal agencies and institutes for the following purposes, that is to say for research, for professional or technical training or the promotion of special studies;”*

And Item 12 of the same Article in Part II again emphasis that, *“Standards in institutions for higher education and research, scientific and technical institutions;”* (TVET Remains within the purview of Federal Government) ²²

The confusion between the Federal Government and Provinces arose after the incorporation of **18th Amendment to the Constitution in the year 2010** wherein many items and concurrent list was devolved to provinces and education was one of those devolved subject. VET Education is still a part of Federal Legislative List however in the Post 18th Amendment Scenario, the Provinces are more adamant to have their own system of General as well as Technical and Vocational Educational Setup.

National Vocational and Technical Training Commission (NAVTTTC) therefore has to play an important role at Federal level to coordinate with Provinces, to provide direction and support to them and facilitate TVET in all provinces including territories of Gilgit Baltistan and FATA specially with reference to Item 12, part II of Article 70(4) in order to make sure that the

²¹ Pakistan Statistical Year Book 2011 www.pbs.gov.pk

²² Constitution of Islamic Republic of Pakistan

standards in Higher as well as Technical and Vocational Education and Trainings are maintained as per acceptable International norms and practices.

Provincial TEVTAs are working in the field of TVET at their levels but NAVTTC has to monitor that each province must observe basic required standards to produce competent workforce that can be absorbed readily in domestic as well as international market. NAVTTC has to ensure that Quality Assurance Mechanisms are observed by each province so there is no drastic disparity in standards between the provinces and each province can produce equally competent work force.

On International Forum NAVTTC has to see that the Pakistani labour force get same dignity, respect and recognition from the world as their counterparts from Sri Lanka, Philippines and elsewhere.

TVET Regulatory Framework therefore is essential to define the roles and responsibilities of Federal Government vis a vis Provinces and where provinces too realize that they do need support from the Federal Government in many areas pertaining to Technical and Vocational Education and Training.

NAVTTC has already taken an initiative and many meetings with provincial TEVTAs and Boards of Technical Education and Trade Testing Boards were held and now there is an agreement that there should be a regulatory framework to ensure coordination and collaboration among all stakeholders, this will also help reform fragmented TVET sector of Pakistan in letter and spirit.

Newly elected Government of **Prime Minister Nawaz Sharif** has shown will and commitment to promote Basic as well as Technical and Vocational Education and Training, first time in history of Pakistan Education has got a little better share of the budget however to achieve MDGs it is still not enough and a lot more has to be done for this sector.

TVET should be a priority of the State; it will not only help improve the employment rate and standards of living of the poor but can be instrumental in countering terrorism. Most school dropout are from far flung, remote and backward areas, if Government can make Technical Education and Training available to these areas it will channelize the potential of our youngsters and if it is ignored there is a possibility that they might fall prey to the terrorists' schemes.

This year Ministry of Education, Training and Standards in Higher Education has got an extra share to concentrate on Education and TVET Sector as Federal Government also have a huge responsibility to ensure that the Quality Basic and TVET Education and Trainings are accessible to all citizens of Pakistan and that every person has access to them and have equal opportunities to enroll themselves.

9. NATIONAL DEVELOPMENT PLAN

- 1) At national level, the **Ministry of Education, Training and Standards in Higher Education** is responsible for general policy planning and coordination. Its vision is to make *“Pakistan a developed and prosperous country by attaining full potential of its citizens, through demand driven training.”*

The Ministry has the following functions:

- “To develop policy planning and coordination for ensuring integrated professional, vocational and technical training in sync with international standards;
- To develop a dynamic professional, vocational and technical training system to ensure horizontal and vertical linkages;
- To make proposals/ recommendations for increased public expenditure on professional, vocational and technical training;
- To administer and regulate the affairs of the attached departments, sub ordinate offices and autonomous organizations;
- To develop, standardize and regulate curricula, schedules, institutes and examination / certification bodies for the above trainings;
- To facilitate and provide trained and skilled manpower in consultation with public and private stakeholders;
- To coordinate with other ministries / organizations for optimal utilization of trained manpower;
- To make employment and employability the central theme of economic and social policies, by making major investment in skill development after 10 years of schooling
- To setup regular monitoring / evaluation and feedback system for training, to respond efficiently to challenges faced by the country;
- To liaise with national and international organizations in furthering the objectives of this Ministry / Division;
- To coordinate scholarships / fellowships / trainings and international assistance in professional, vocational and technical courses;
- To maximize dividends from the demographic transition in the coming years, through providing required skills;
- To nominate / recommend award of suitable national honours for eminent persons in the professional and technical training fields;
- To maintain a data bank of highly qualified and skilled professionals & technicians, through “National Talent Pool”

The implementation of national TVET policies, programs and projects rests with the provincial governments. In the public sector, the provincial governments through **Technical Education and Vocational Training Authorities (TEVTAs)** implement TVET. Their major function of TVETAs is to impart training and provide infrastructure and administrative facilities. They have also been authorized to set their own skill standards, develop curricula and certify courses at provincial levels.²³

²³ UNESCO/UNEVOC TVET Country Report Pakistan

- 2) **The National Vocational and Technical Training Commission (NAVTTTC)** is a national apex body which regulates, facilitates and provides policy direction in TVET. The Commission establishes and promotes linkages among national and international TVET stakeholders. The Commission is working to revamp the substandard, supply driven and out dated TVET Sector of Pakistan, it is trying to bring the TVET Sector of Pakistan in conformity with International Standards, reforming it into Demand Driven, reformed, improved and updated sector in order to ensure employability of its workforce and get an international recognition for its labourforce.²⁴

NAVTTTC's Vision

“Skill for Employability, Skills for All”²⁵

NAVTTTC's Mission

“To provide policy direction, support and an enabling environment to the public and private sectors to implement training for skills development in order to enhance social and economic profile”²⁶

10. NATIONAL SKILLS STRATEGY (2009-2013)

National Skills Strategy was framed by NAVTTTC in collaboration with GIZ and all relevant stakeholders in order *to provide a framework for skills development*.

1) Two major paradigm shifts were:

- **Competency Based Curricula;** shifting time bound, out dated curricula to flexible and competency based, NAVTTTC has developed 106 curricula, DACCUM process was adopted and involvement of Private sector and Industry was ensured at every stage of curricula development. ILO has also helped in providing the spade work for some curricula developed by them, National Course Review Committee (NCRC) approves the curricula, and national template is followed in all curricula development.

It is worth mentioning here that NCRC also involves members from Private Sector.

JICA has also helped us in revision of 5 DAE Courses which have been adopted by the Commission.

- Second major achievement was to **Change the Supply Led Trainings to Demand Driven**, skills development, locating major demands and focusing on the latest trends in the domestic and international market.

2) The Objectives of NSS (2009-2013)

²⁴ www.navttc.org

²⁵ ibid

²⁶ ibid

- a) Providing relevant Skills for Industrial and Economic development.
- b) Improving Access, Equity and Employability.
- c) Assuring Quality.²⁷

a) Providing Relevant Skills for Industrial and Economic Development.

i) Increasing Role of Private Sector:

NAVVTTC has increased the role of Private Sector, Industry and Chambers in all TVET related activities. **Industrial Advisory Groups** have been created to ensure that sector specific input is available for identification of skills standards, curriculum development and other activities pertaining to skills development. Following Industrial Advisory Groups are now working with NAVTTC

Hospitality	Tunnel Farming
Culinary Art	Rice Processing
Hotel Operation	Industrial Automation
Leather Shoes Making	Wood Work& Arts and Handicrafts
Leather by Products	Wooden Furniture
Leather Garments	Agriculture and Livestock.
Leather Gloves	Dairy Development
Leather Tannery	Surgical Instruments
Textile	Civil
Construction	Chemical
Skills for Women	Electrical

²⁷ The National Skills Strategy 2009-2013 NAVTEC

Auto Industry	Mechanical
Light Engineering	Information Technology
Paramedics	Leather Industry

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- NAVTTC's **Accreditation Manual** has been prepared and constantly reviewed by Private and Public Sector.
- **Our TVET Accreditation Quality Evaluation Committee** involves Private Sector and Industry and this Committee is vital in all our accreditation activities.
- **Draft Regulations on Establishment of National Accreditation Council for Technical and Vocational Stream (NAC-TVS) Regulations 2013** are prepared and input, suggestions; feedback from private Sector was highly appreciated and incorporated.
- Our **National Vocational Qualification Framework** is also prepared in consultation with Industry.
- **Our Accreditation Experts, Lead Assessors** include highly qualified persons from Private Sector to assist us in accreditation visits and in compiling assessment reports.
- The Commission is also having frequent meetings with Private Sector and is ready to enter **Public Private Partnerships** with the Industry.

ii) **Establishing Centers' of Excellence:**

NAVTTC has signed a MoU with British Council which will help us establish 7 Centers of Excellence apart from this CTTI Islamabad (A Technical and Vocational Institute) has already been given a status of excellence and it has been jointly accredited by Asia Pacific Accreditation and Certification Council and NAVTTC. Apart from this JICA has developed one Center of Excellence (Government College of Technology) Railways Lahore)

b) Improving Access, Equity and Employment.

i) **Expanding Geographical Provision:**

- NAVTTC has established International Linkages with organizations of repute to promote marketing of manpower. MoU is signed with the **Asia Pacific Accreditation and Certification Commission (APACC)** which is sheltered under the Colombo Plan Staff College for Technical Education (CPSC). Construction Technology Training Institute (CTTI), Islamabad has jointly accredited by NAVTTC & APACC.

²⁸ NAVTTC (Skills Standards and Curricula Wing)

- **Colombo Plan Staff College** for Technical Education (CPSC) has provided training opportunities to NAVTTC Staff & TVET experts in June 2012. Application for in-country training program for the session 2013 has been submitted to CPSC/APPAC for the capacity building of NAVTTC staff & technical experts of the country.
 - Accreditation Wing, NAVTTC is striving for getting Mutual Recognition Arrangement (MRA) status with similar international accreditation bodies to recognize the existing accreditation system of NAVTTC.
 - Accreditation Wing, NAVTTC also intends to participate in the assessment/TVET based accreditation activities out-side countries, after getting MRA status with international bodies.
 - The Commission is in process to establish linkages and sign MoU with the Canadian Welding Bureau (CWB) and with the City & Guilds (UK based organization).
- ii) The Commission is focusing on **Skills for Women and Disadvantaged Groups**, also keeping in view the Disaster Hit Areas and **Internally Displaced Persons** the Commission is focusing on devising special programs to make them self reliant.
- iii) **Integrating Informal Economy Workers**; NAVTTC has drafted the National Vocational Qualification Framework and Recognition of Prior Learning is an important component of Pakistan's NVQF this will help us recognize skills and experience of an individual learned and adopted through informal means, where the skilled person has never been to any school or any formal TVET Institute but has learned it through practice in an old traditional modes of practices Master/Student Learning. This will lead toward formal recognition of their informal work hence providing them more employment opportunities in the national and international market.
- iv) **Enhancing the Mobility of Skilled workers**; As mentioned above our National Vocational Qualification framework is in its Pilot Phase now, we have identified 6 levels of competence starting from basic level, semi skilled, skilled, highly skilled leading towards managerial and expert levels. NVQF will provide opportunities of vertical and horizontal mobility to our work force, it will define paths of progressions for our labour force, it will provide them with more opportunities to make progress and even enter Basic Education when the equivalence with general education will be established and when the credit hour ratings of each level will be in place.
- v) **Establishing Vocational guidance and Job Placement Centers**; the objectives of these centers are , to provide career counseling to our young students; to guide and advise them about number of opportunities available to them in accordance with their aptitude; to facilitate them in acquiring demand driven skills to get employed; in collaboration with GIZ our Partners in Progress, NAVTTC is planning to establish VGJP Centers across Pakistan TVETAs are to be involved in implementation of this objective. NAVTTC is planning to place expert and full time staff in these centers, VGJP Centers will help us in increasing career options for our students, ensuring their

employability, and improving their standards of living, and also in ensuring dignity of all professions.

c) Assuring Quality

- i) **Accreditation and Certification Wing at NAVTTC** under Section 6 (l) of NAVTTC Act, 2011 is responsible to “*establish an internationally acceptable system of accreditation for vocational and technical training*” and to “*establish national and international linkages with organizations of repute to make national programs credible and promote marketing of manpower*” as defined under Section 6 (k) of the Act.

Objectives of Accreditation of TVET Institutions and Qualification Awarding Bodies are to ensure **Quality Assurance Mechanisms** in all TVET Institutions and Qualification Awarding Bodies; to promote world class labour force for absorption in domestic as well as International Market; to earn dignity, respect, recognition for Pakistani workforce; to monitor and guide TVET Institutions to ensure that International Standards are followed and maintained.

NAVTTC has already taken the initiative to establish an accreditation regime at the national level. In this regard an accreditation manual has been devised in consultation with the all stakeholders.

- ii) The **Accreditation Manual** is a comprehensive document which was evolved with the help of Pakistan Engineering Council, Higher Education Commission, TEVTAs, BTEs/TTBs, FPCCI, Private Sector and the standards are in line with Acceptable International Standards.

The Manual was approved by the NAVTTC’s Boards of Directors in July 2012. The Manual was revised and improved with the help GIZ Experts in February, 2013.

STANDARDS as per Accreditation Manual of NAVTTC

- **Management/Mission and Integrity:**
 - Institute has a **Mission** that defines its training objectives, its place in Industry/Business and Community. Its approach to policy making through proper planning and transparent management.
 - **Effective Leadership**, governance and administration are required to fulfill its vision
 - Coordination and Cooperation among, faculty / students / staff in all planning/monitoring activities.
- **Financial Resources:**
 - TEVT Institutes must have adequate funds to conduct quality training courses.
 - Budgets allocations Operational, Developmental & Non-Developmental & utilization.
 - Self Resource generation

- *Physical Resources:*
 - Adequate Space.
 - Building & Infra Structure.
 - Sports.
 - Proper and relevant lab equipment.
 - Health/Safety mechanisms.
 - Transport.
 - Internet/Library.
- *Human Resource:*
 - **FACULTY:** numbers, status, qualifications & experiences, workload, lesson plans, recruitment rules, promotion, participation in evaluation activities, performance appraisal, teachers/students ratio.
 - **STUDENTS:** Admission, Enrollment, Apprenticeship, scholarships, concessions, opportunities, career guidance
 - Other support Staff.
- *Teaching Learning processes:*
 - Competency Based, Demand Driven up to Acceptable Standards.
 - Informational Materials to upgrade/ update knowledge base e.g. Internet access, Journals, Newsletters (latest Trends, Technologies and methodologies.
 - Instructional Design, Theory/Practical ratio, Course Content & Duration (Curricula)
 - National Vocational Qualification Framework.
 - Skills Standards, Teachers Learners Manuals (TLMs).
 - Internal/External Evaluation procedures (student's feedback).
 - Recognition of Prior Learning, Recognition of Informal Learning.
- *Supplemental Processes:*
 - TEVT Institute provides balanced Development of Knowledge, Skills, hand on practice and Expertise to develop a skilled workforce.
 - Tackles Health Hazards and provide Safety Measures.
 - Extra Curricular.
- *Institute Industry Linkages:*
 - TEVT Institutes to have Industrial Linkages, Apprenticeship, Internship, Institute Management Committee.
 - Linkages between TEVT Institutes, Employers Federation, Business and Industry for mutual benefits.

Separate Detailed Forms are available based on these standards for Technical and Vocational Institutes in Accreditation Manual.

iii) **TEVT Accreditation & Quality Evaluation Committee (TA&QEC)**, is a committee formed under Accreditation Manual

- **TA&QEC** works with stake holders (Pakistan Engineering Council, Higher Education Commission, Provincial TEVTA's, Industry and Private Sector) **It** takes initial and final decisions on Accreditation of TEVT Institute/Program, who applied for Accreditation.
- Grants initial Accreditation or Re-Accreditation to TEVT Institutes/Programs.
- Organize & carryout Accreditation Program as per NAVTTC'S Accreditation Manual.
- Nominates Experts/Specialists for on site visit of TEVT Institutes which apply for accreditation along with the Convener of NAVTTC to carryout competency based evaluation as per requirements/standards, criteria given in the Accreditation Manual and furnish reliable Assessment Reports to TA&QEC for final decisions.
- Guides & Monitors the whole Process of Accreditation.
- Resolves conflicts between the Visitation team & Institute (if any)
- **TA&QEC** is financially supported by NAVTTC at present GIZ is supporting NAVTTC in its accreditation activities.
- Meets once every quarter.
- Evaluates reports of the visiting team & submits its recommendations to Executive Director NAVTTC.
- TA&QEC provides (Assessment Report) to TEVT Institutions about possible achievements in future and assist in improving overall Quality of TEVT Programs
- Publishes Directory of Accredited Institutions
- Monitors that each program accredited maintains minimum standard.
- Can suspend /withdraw accreditation

iv) ***Steps in Accreditation Process:***

- Application by Institution.
- Guidelines Chapter is included in Accreditation Manual as how to fill in the prescribed forms these forms help an institute to conduct self assessment of its standards.
- TA&QEC shortlists the Institutions which are to be visited by , "Accreditation Visitation Team".

- TA&QEC constitutes members (Lead Assessor, Technical and Subject Expert and Convener from NAVTTC Director General Accreditation & Certification to conduct on site visit for evaluation and assessment.
 - Assessment Report to be shared with the Institute visited and the Director General Accreditation and Certification before presenting it to TA&QEC for final decision.
 - If TA&QEC agrees it will give it consent for awarding Accreditation Status to the institute by NAVTTC , if not it can give its findings or can ask the Institute for rejoinder.
 - “Accreditation Visitation Team” has to share the Assessment Report with the Institute even if it doesn’t fulfill the accreditation standards so that it can improve and come up to the mark. The assessment reports also provides guidelines to the institute as which areas needs to be improved what are the aspects on which it has to focus and how to move forward and improve the system of real service delivery to the TEVT trainees.
- v) **Pool of Experts** is maintained to assist the NAVTTC in accreditation activities.
- vi) **5 Accreditation Awareness Session** held in 5 major cities and almost 15 districts covered in these sessions.
- vii) **14 TVET Institutions have already been accredited** and Assessment reports in & are complete we are targeting 50 TVET Institutions for Accreditation within 6 months by December 2013.
- viii) To build capacity of our experts we have arranged **2 workshops**, have developed SoPs and Code of Conduct for Assessors along with a contract.
- ix) We are planning to arrange **ISO certification trainings** for Accreditation Experts and NAVTTC’s Employees.
- x) Rules for Accrediting Qualification Awarding Bodies are yet to be framed and incorporated in our Accreditation Manual.
- xi) **Establishing an Independent Council for Accreditation of TVET Institutions and Qualification Awarding Bodies**; Draft Regulations of NAC-TVS Regulations 2013 have Ben prepared in consultation with TEVTAs, Boards, Chambers of Commerce and Industry and Private Sector. This will help the Commission to expeditiously carry out the accreditation of TVET Sector in Pakistan. And in turn accredited Institutions will be instrumental in producing quality labour force, accreditation is the only

solution for producing a world class workforce as per demand driven trades and is a process to ensure that the Institutions can upgrade, improve and reform themselves

- xii) **Establishing Federal Board of Technical and Vocational Education and Training;** to ensure reliability & effective system, a third party evaluation/examination body needs to be established. Presently at provincial levels we have BTEs and TTBs. These Boards affiliate public/private TVET institutions, conduct final exam, issue certificates to pass-outs & maintain record in Gazettes. Establishment of such independent Board at federal level is essential for reliable assessment/examination system
- xiii) **Devise & Review TVET Policies;** NAVTTC is Federal Apex Body and its role is to ensure that all the citizens of Pakistan have access and opportunities to **Quality TVET Education and Trainings**. The **Objective of this provision** makes state responsible for ensuring acceptable international standards in TVET Institutions as well as ensuring justice and equality for all its citizens. Provincial Policies can be different but Federal Government has to make sure that workforce coming from PTEVTA is equally competent as workforce coming from Baluchistan or anywhere else. This demands prudence and hence the role of NAVTTC is vital to achieve this objective.
- TVET Regulatory Framework will *define the role and responsibilities* of the **Federal Apex Body** (NAVTTC) and **The Provinces**. It will provide framework of collaboration, coordination and cooperation between the Centre and Provincial entities working for the TVET Sector in Pakistan like the Provincial Boards of Technical Education, Trade Testing Boards and the TVETAs/PVTC.
 - The Aim of Regulatory Framework is to *Facilitate, Regulate, And Provide Policy Direction* for skills development by identifying National Occupation Skills Standards, Development of Curriculum, NVQF Internationally Acceptable Accreditation and Certification System for TVET Institutions in Pakistan.
 - To create *Uniformity in Systems and Procedures* and to ensure that all TVET Institutions are delivering trainings and imparting knowledge as per International Acceptable Standards so the workforce produced across Pakistan is equally competent.
 - To place *Checks and Balances in the System to Ensure Quality* and check fraudulent practices in society.

- xiv) **Draft proper procedures for attestation and verification of TVET Certificates and Diplomas;** NAVTTC has taken all Embassies on board only NAVTTC's attestation and certification of TVET Certificates and Diplomas is accepted worldwide. Detailed SoPs drafted for attestation and verification of TVET Certificates in consultation with all Stakeholders have been devised. Federal Ministries/Military backed Institutions all have been informed to adjust themselves with existing SoPs. Database of all pass out candidates and public/private training providers is to be maintained by NAVTTC. This will help us eradicate social injustices and fraudulent practices and create checks and balances in the system so only genuine, and actually skilled workers can have access to work and those having no skill but only fake certifications can be stopped from entering the labour market.
- xv) Under Planning and Development Wing of NAVTTC there is a separate Section Training of Trainers (ToT) 100 Masters Trainers have been trained in the field of pedagogy and 420 have been further trained by them in collaboration with GIZ NAVTTC is targeting 10,000 Teachers to be trained in future.
- xvi) **Develop LIMS (SIS) at NAVTTC and provide access to all concerned** this will help us achieve following objectives
- To provide information and employment opportunities to our workforce.
 - To inform the prospective students about the available fields of study as per market demands through Vocational Guidance and Job Placement Centers.
 - To benefit all relevant stakeholders from this Skills Information System.
 - To increase the chances of employability of our labour force by adapting to market trends and world demands.
 - To provide information to available Employers about possible labour workforce available.

In collaboration with GIZ, NAVTTC is planning to have a Centralized database to which all relevant stakeholders will have access. The space at NAVTTC already earmarked. For compilation of data GIZ has hired 2 persons and NAVTTC is planning to place persons with relevant experience in establishment of SIS Cell.4 Meetings of Technical Working Groups already held the 5th Meeting is to be held on August 26th, 2013. We are also taking on board all stakeholders as well as private sector to ensure that a reliable data is available for processing.

So far NAVTTC has maintained the data of all pass outs of the NAVTTC's sponsored courses, we have access to data of all pass outs from Provincial Boards of Technical Education and Trade Testing Boards, but we need to have a comprehensive data, Punjab Bureau of Statistics, PVTC, TEVTAs have to provide us the data available with them so a consolidated data is available for the benefit of all stakeholders.

11. TVET REFORM SUPPORT PROGRAM

In order to assist the Pakistani government in implementing the NSS, the five-year TVET Reform Support Programme was launched in April 2010. The programme is jointly funded by the European Union, the Kingdom of the Netherlands and the Federal Republic of Germany. The Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ) implements the programme in partnership with the National Vocational and Technical Training Commission (NAVTTTC) and in close cooperation with TEVTAs and other TVET stakeholders including the private sector.

Financial contributions from the partners are:

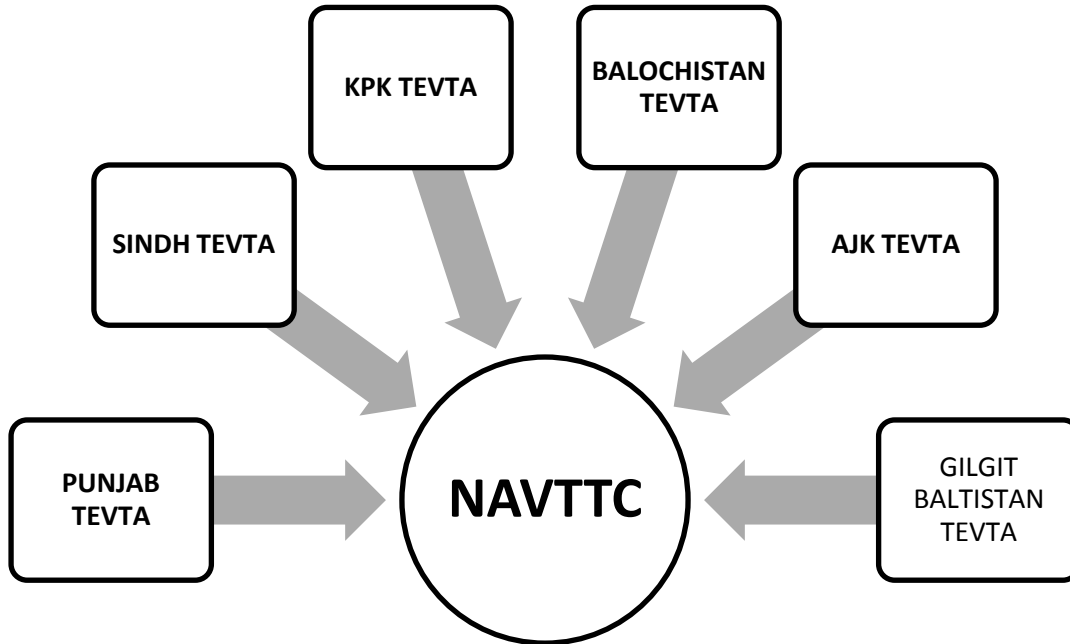
• European Union:	25.400 Million EUR
• Kingdom of the Netherlands:	15.000 Million EUR
• Federal Republic of Germany:	02.000 Million EUR
Total:	42.400 Million EUR

Access, Equity, Relevance and Quality

<p>Component 1 Governance</p> <ul style="list-style-type: none"> -Roles & Mandates of TVET Stakeholders -NSS Implementation Plan. -TVET Monitoring & Evaluation. -Accreditation of Institutions. -TVET Reform Communication Strategy. - Policy Documents 	<p>Component 2 NVQF and HRD</p> <ul style="list-style-type: none"> - Develop NVQF -Skills Standards & Curricula. -Assessment Packages. -Recognition of Prior Learning. -Implementation of Curricula. -TVET teachers Training. -Competency Based TVET Teacher pre-service training 	<p>Component 3</p> <p>Innovative training delivery and LMI</p> <ul style="list-style-type: none"> - Fund for Innovative training. -Learning regions. -Labour Market Information. -Vocational Counselling and Job Placement Services 	<p>Component 4 Capacity Building for TEVTAs</p> <ul style="list-style-type: none"> - Increased management capacity of TEVTAs. -Strengthen Public Private Partnerships of TEVTAs and TVET Institutions.
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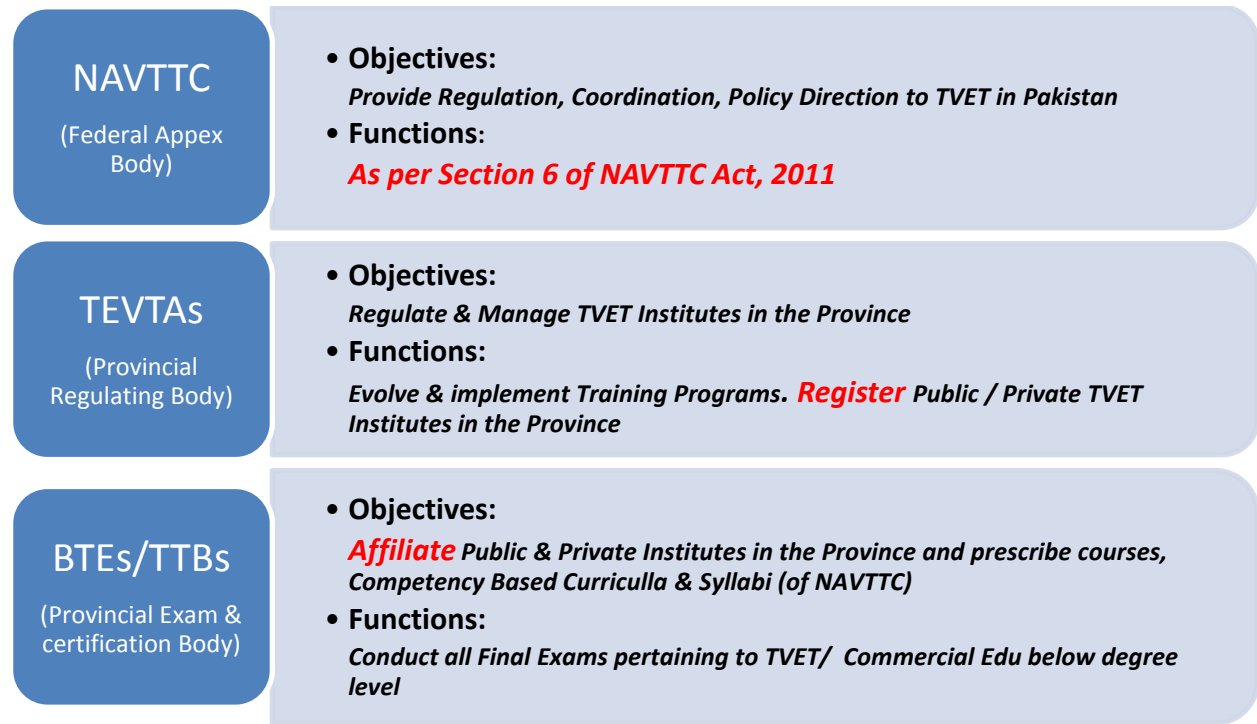
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12. HUMAN RESOURCE DEVELOPMENT ADMINISTRATION IN OCCUPATIONAL SKILLS



NAVTTC as a Federal Apex Body is working in close coordination and collaboration with provinces, TEVTAs, Boards of Technical Education, Trade Testing Boards in Provinces are our partners and it's about time that we work in collaboration rather in isolation, this will be in the greater interest of the country and it will help the Federal Government realize its Constitutional obligations to the citizens of Pakistan.

The evolving structure of TVET in Pakistan is shown in a diagram below. This system will ensure maximum checks and balances and will help us enforce quality assurance mechanisms in order to produce world class work force.



13. PRESENT/FUTURE CHALLENGES

- 1) Post 18th Amendment Scenario demands prudence of the Federal Government and TVET Regulatory Framework can provide us a platform to move forward in a right direction on all TVET related issues in close coordination with Provinces and move.
- 2) Limited Funds and Capacity is another huge issue which is often halting our way to progress, we cannot achieve commendable results unless we have money to invest in all the activities we have on our agenda. At this moment TE+VET Reform Support Programmes of GIZ has helped us, many of our activities are being funded but we need to evolve a sustainable system so even when such organizations are not in place we can become self reliant and self sufficient to carry on all these activities.
- 3) At this moment our TVET is out dated, substandard and supply driven, they are training manpower on old traditional modes of practice, we need to educate and motivate not only the TVET Authorities but also our Trainers and Teachers and inform them about new trends and demands in the market. We need to produce quality and not quantity.
- 4) We need to follow International acceptable standards and produce competent workforce, for this we need to create checks and balances in the system, we need to inculcate the

spirit of honesty and eliminate any such TVET Institutions who are issuing fake certifications and thus damaging not only the career of our people but also the reputation of our country.

- 5) Proper system of Accreditation has to be in place to monitor the standards of TVET Institutions and Qualification Awarding Bodies.
- 6) We need to streamline our fragmented TVET sector for reforms, so that the good practices can be shared with each other and duplication of work can be avoided, for this we need national policies to create uniformity in standards across country.
- 7) We are also working on connecting basic education with TVET Education and Training but seem we have to go a long way; we need sincere efforts to develop our National Vocational Qualification Framework, establish modes and criteria of assessment for Recognition of Prior Learning, establishing Vocational Guidance and Job Placement centers and to ensure that reliable Labour Market Information System is developed as soon as possible.
- 8) We also need political commitment of the Government of Pakistan to ensure that more is spent on Education.

S.NO.	ABRIVATIONS	WORDS
1.	NAVTTTC	National Vocational & Technical Training Commission
2.	SS&C	Skill Standard & Certification
3.	A&C	Accreditation & Certification
4.	P&D	Planning & Development
5.	IC	International Cooperation
6.	M&E	Monitoring & Evaluation
7.	PD&A	Project Development & Appraisal
8.	TOT	Trainer of Trainers
9.	MIS	Management Information System
10.	GDP	Gross domestic product
11.	CPI	consumer price index
12.	NPE	Net Primary Enrollment
13.	GPI	Gender Parity Index
14.	PE	Primary Enrolment
15.	SE	Secondary Enrolment
16.	Y.LIT	Youth Literacy
17.	FN	Foot Note
18.	TVET	Technical Vocational Education and Training
19.	TEVTA	Technical Education and Vocational Training Authorities
20.	BTE	Board of Technical Education
21.	TTB	Trade Testing Board
22.	ILO	International Labour Organization
23.	NCRC	National Course Review Committee
24.	JICA	Japan International Cooperation Agency
25.	IAG	Industrial Advisory Groups
26.	NAC-TVS	National Accreditation council for Technical Vocational Stream
27.	NVQF	National Vocational Qualification Framework
28.	RPL	Recognition of Prior Learning

29.	CTTI	Construction Technology Training Institute
30.	MOU	Memorandum of Understanding
31.	APACC	Asia Pacific Accreditation and Certification Commission
32.	CPSC	Colombo Plan Staff College
33.	MRA	Mutual Recognition Arrangement
34.	CWB	Canadian Welding Bureau
35.	GIZ	Gesellschaft für Internationale Zusammenarbeit GmbH
36.	VGJP	Vocational Guidance and Job Placement Centers
37.	TA&QAC	TVET Accreditation and Quality Assurance Committee
38.	ISO	International Organization for Standardization
39.	SoPs	<i>Standard operating procedures</i>

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