

► Pakistan Country Profile

Towards improved skills and lifelong learning

1. Background and justification

After a period of volatility between 2008 and 2013, during which it averaged 2.82 per cent, Pakistan's GDP growth picked up again to reach 5.4 per cent in 2017.¹ However, in 2019 the country's GDP underwent a sharp decline, when it reached just 1 per cent. This drop in GDP signifies that, in spite of some positive trends in the last couple of years, a number of risks in the local and global economic contexts have affected growth outlook in Pakistan. These economic challenges have been further intensified by the COVID-19 pandemic.

The employment trend shows a shift in the share of employment from agriculture to industry and services over the past decade. The employment share of industry increased from 21.4 per cent in 2006/07 to 24.0 per cent in 2017/18, with a significant increase in women's share of employment from 12.6 per cent to 16.6 per cent.² At the same time, the employment share of services increased from 36.6 per cent in 2006/07 to 38.6 per cent in 2017/18. This increase presents both an opportunity and a challenge, since the growing population will have to be equipped with the skills demanded by rising employment in industry. The employment landscape in Pakistan differs according to province and varies across the rural/urban divide. Most of the working population of both sexes is employed in the rural areas, primarily in the agriculture sector.

The female labour force participation rate remains low, recorded at just 22.8 per cent compared to 81.1 per cent for men in 2017/18. In addition to the limited employment opportunities in Pakistan's cities in general, this figure reflects gender-specific challenges to women's employment, including cultural barriers and mobility issues. Women continue to be over-represented in the agriculture sector. The agriculture sector employed 66.1 per cent of the total female workforce in the country as of 2017/18, while the male workforce figure for the same period stood at 29.6 per cent. Women's share in wage and salaried employment remains low, at just 29.0 per cent compared to 46.8 per cent for men.

Pakistan is experiencing continuous population growth. By 2025, Pakistan's population is projected to rise to over 227 million, with 63 per cent under the age of 30.³ The growing youth population represents a demographic window of opportunity for the country, provided that its education and

¹ Government of Pakistan, Finance Division, [Pakistan Economic Survey 2017–18](#), April 2018.

² Much of the information in this and the following paragraphs is drawn from a 2019 Pakistan Bureau of Statistics report, [Pakistan Employment Trends 2018](#), March 2019.

³ Government of Pakistan, Ministry of Planning, Development and Reform Planning Commission, [Pakistan 2025: One Nation – One Vision](#), 2014, p. 7.

training systems are able to increase both their outreach and the market relevance of their programmes.

Among other challenges, Pakistan is also facing major issues connected to climate change. Climate scientists say that Pakistan is especially vulnerable to wild weather and other effects of climate change, including sea intrusion, unusual rainfall patterns, sea level rises caused by glacial meltwater, rising temperatures and drought. Availability of clean water, management of rivers and marine life, seasonal smog and destruction of forests are some of the most pressing concerns. The Government of Pakistan has planted a billion trees in one province (Khyber Pakhtunkhwa) between 2015 and 2018 and is planning to plant a further 10 billion trees across the country, with the aim of increasing forest cover from the current 20 per cent to 30 per cent by 2023. The flagship Youth Development Programme (Kamyab Jawan) has established green initiatives as one of its six priority areas.

2. Broader policy framework

The National Technical and Vocational Education and Training (TVET) Policy of Pakistan, titled “Skills for Growth & Development”,⁴ is based on eight objectives:

1. to secure a national commitment to the importance of skills development for achieving sustained economic growth, in order to increase productivity and provide people with opportunities for contributing to the economy – with a specific focus on underprivileged segments of society and youth employment;
2. to increase the number and quality of training opportunities, so that at least one million people are trained each year (such expansion cannot be achieved by the public sector alone – active engagement of the private sector and development partners will be required);
3. to introduce a national standards-based qualification, assessment and certification system;
4. to design and deliver market-relevant competency-based education and training programmes;
5. to forge new partnerships between the public and private sectors and encourage employers to provide direct training and to contribute to the reform of public TVET provision;
6. to support the expansion of migration by encouraging trainees to obtain internationally recognized qualifications;
7. to provide workers in the informal economy with opportunities to access formal qualifications for those skills that they have acquired informally; and
8. to continue the reform and revitalization of the public TVET sector.

The Employers’ Federation of Pakistan is the country’s representative body for employers and it has recently developed an “Economic Vision 2030” for Pakistan, which addresses the need to bridge the gap between skills development and economic planning.

3. National skills system

Pakistan’s young population faces major deficits in educational attainment. The gender gap is significant, with female literacy standing at just 49 per cent, compared to 70 per cent for male literacy.⁵ Due to the insufficiencies in education provision, which is concentrated at the primary level in the country, only one in five children will get the opportunity to continue their education beyond primary

⁴ Government of Pakistan, Ministry of Federal Education and Professional Training, [Skills for Growth & Development: A Technical and Vocational Education and Training \(TVET\) Policy for Pakistan](#), 2018.

⁵ Government of Pakistan, Finance Division, [Pakistan Economic Survey 2017–18](#), April 2018, p. 156.

school level. Less than 6 per cent of young people have acquired technical skills through the TVET system and only 2.5 per cent have received any type of on-the-job training, while over 60 per cent of the country's labour force has primary level education or less.⁶ This means that young people aspiring to enter the labour market are burdened by the double handicap of low educational attainment and limited skill sets.

Pakistan's first skills sector specific policy, the National Skills Strategy (NSS), was developed in 2009 with active support from the ILO. The policy proposes a paradigm shift from curricula-based education to competency-based training (CBT). It also envisions a shift from supply-led training to demand-driven skills development by promoting the role of industry in both the design and the delivery of TVET. Key reforms proposed by the NSS include the overhaul of the apprenticeship system, encouraging entrepreneurship, integrating informal economy workers into the formal sector, establishing a National Vocational Qualifications Framework (NVQF) and registering and accrediting TVET institutes.

In 2015, the federal government launched the National TVET Policy. The policy builds on the work and experiences of the TVET Reform Support Programme (TRSP). It highlights the implementation of the TVET Quality Assurance System which includes:

- the introduction of a new planning system adopted by the National Vocational and Technical Training Commission (NAVTTTC) and the Technical Education and Vocational Training Authorities (TEVTAs);
- the development and implementation of a management information system and a capability and capacity building programme for the TVET system, including key implementers such as trainers and instructors;
- the funding mechanism for industry-driven skills development;
- the implementation of CBT and assessment; and
- the implementation of the NVQF.

Governance and social dialogue

At the federal level, the NAVTTTC is responsible for regulating, facilitating and providing policy direction, setting up national occupational skills standards, developing curricula, administering the NVQF, undertaking labour market information analysis, training of trainers, promoting public-private partnerships and determining institutional standards for TVET providers.

At the provincial level, TEVTAs have been set up in all four provinces. They manage vocational and technical training institutes in their respective provinces and also engage in developing training content and curricula for newly identified trades and updating the existing provisions. They are governed by independent Boards, whose members represent both the public and the private sector. Policy planning at the provincial level follows the policy guidelines set out by the NAVTTTC, with the NVQF serving as the overarching framework for training design and content.

There are issues of overlap in functions and the organizational interdependencies are not yet fully understood. This is because, prior to the current institutional arrangement, TVET provision in the public sector was fragmented, with several government departments, including education, industry and commerce and social welfare, carrying out technical and vocational education and training at the provincial level.

⁶ Sayed Asghar Shah and Mansoor Zaib Khan, [Comparative Analysis of TVET Sector in Pakistan](#) (Islamabad: NAVTTTC, 2017).

Out of the total number of 3,740 TVET institutions, 2,100 are operated by the private sector.⁷ In addition to service provision, the private sector has been engaged in a strategic role, setting up three Sector Skills Councils (SSCs) in the hospitality, renewable energy and construction sectors, as a mechanism to secure greater involvement of the private sector in the design and implementation of publicly funded training, with a view to improving the quality and scale of training provision. The NAVTTC and the Federation of Pakistan Chambers of Commerce and Industry launched the National Skills Forum as a platform to promote strategic partnerships between industry and public-sector organizations for TVET provision. In terms of policy and strategy, engagement between public and private sector has been sporadic, due to the private sector's perception of excessive bureaucracy within the public sector.

Financing

Pakistan's total spending on its education sector is 2.2 per cent of GDP.⁸ In all provincial TEVTAs, single line budgets are allocated to the organization by the Government's Finance Division, with the bulk of funding allocated to staff salaries. TEVTAs in Sindh, Punjab and, to a lesser extent, Khyber Pakhtunkhwa receive technical and financial assistance through donors and development partners.

Skills anticipation

One of the weakest aspects of the current TVET provision in the country is the lack of labour market intelligence for anticipating market demand for specific skills. The information on skills demand is collected only sporadically and on a very limited scale. The major challenge is accessing and collecting reliable data on Pakistan's disproportionately large informal economy, in which most of the country's TVET graduates eventually work. A further challenge is the shortage of administrative capability in skills analysis, forecasting and anticipation. A third challenge is the absence of employment services or any system for registering the unemployed, which could provide a list of unemployed workers looking for jobs (the supply side of data). In 2015, a National Skills Information System (NSIS) was established within NAVTTC, the primary purpose of which is to provide industry with timely and reliable information on demand-driven workforce matters as and when required. However, the utility of the NSIS data and its application in new skills training programmes is very limited.

Training provision

There are 437,000 registered places available in 3,740 training institutes with 18,207 trained teachers in the formal TVET sector. Total enrolment in TVET institutes, in both the public and private sector, is around 433,237 individuals. If the country's entire cohort of more than 6 million youth were to be provided with skills training based on the present methodology, it would require at least 45,000 further training institutes and 200,000 more TVET teachers to be inducted into the system.⁹

The coverage of TVET provision also varies widely between the various provinces and regions in the country, with Balochistan province lagging behind the other provinces. The **quality of TVET provision is also variable** across the country. Public and private TVET providers (with a few private sector exceptions) are characterized by outdated curricula, a mismatch between skills taught and those demanded by industry, inadequate quality assurance mechanisms, substandard physical and learning resources and low levels of private sector participation. The low quality and limited market relevance

⁷ National Vocational and Technical Training Commission (NAVTTC), "[TVET Sector Statistics](#)", National Skills Information System (NSIS), accessed 11 November 2020.

⁸ Government of Pakistan, Ministry of Federal Education and Professional Training, [Skills for Growth & Development: A Technical and Vocational Education and Training \(TVET\) Policy for Pakistan](#), 2018.

⁹ Government of Pakistan, Ministry of Federal Education and Professional Training Taskforce on Education, [National "Skills for All" Strategy: A Roadmap for Skill Development in Pakistan](#), 2018, p. 4.

of training provision results in poor employment outcomes and becomes a disincentive to enrolling in TVET, particularly for young women and men wanting to enter the labour market.

There is growing recognition at the strategic policy level that strengthening the TVET system will require a shift away from conventional approaches to TVET delivery. The recent adoption of the CBT approach is a major milestone in quality improvements, particularly in terms of aligning the training content more closely with market needs. In recent years, the NAVTTC has taken the lead in designing CBT curricula to develop standards of occupational competency for various trades with the active participation of leading industry practitioners.

To date, over 150 vocational training courses for different levels of national vocational qualifications (NVQs) have been developed, accredited and rolled out in the TVET institutes throughout the country. Since the expansion of CBT from its initial pilot in 2016, the provincial TEVTAs have adopted various measures to strengthen the implementation of CBT in their respective institutes. In 2018, the Khyber Pakhtunkhwa TEVTA issued a notification of its intention to convert its courses from the traditional model to the CBT methodology. The Punjab TEVTA has recently initiated an exercise to map the practical teaching elements of 31 trades prior to converting them to CBT courses.

Under the Government of Pakistan's Kamyab Jawan (Successful Youth) programme, the Hunarmand Pakistan (Skilled Pakistan) programme provided resources to the apex TEVT body, NAVTTC, to start 14 different TVET-related initiatives.

Skills recognition and quality assurance

The country's first NVQF was launched in 2015 by the NAVTTC. The framework seeks to define the skills set required for each qualification, determine equivalence, provide guidelines for Recognition of Prior Learning (RPL), assure quality of training and offer vertical and horizontal progression to trainees in the vocational stream. However, the NVQF is still a work in progress, with qualifications standards determined for selected courses for the first four levels to date.

Under the current arrangements, Qualification Awarding Bodies (QABs), including the provincial Trade Testing Boards and Boards of Technical Education, have primary responsibility for skills recognition and certification. Through the TVET Sector Support Programme, the NAVTTC has been conducting training and certification of assessors from QABs as well as those from private and public sector TVET institutes.

Among the notable quality assurance mechanisms introduced in recent years, the NAVTTC provides accreditation to TVET institutes with the aim of introducing minimum quality standards in institutional governance and management. Most of these quality assurance initiatives, however, are in their nascent stages and face considerable challenges before they can be widely implemented. The fact that the human and financial resources available to the NAVTTC are extremely limited is seriously hindering the Commission's attempts to implement its mandate, given the thousands of institutions operating in the sector.

Inclusiveness of the system

There is a major challenge to achieving equal access to quality TVET education for girls and women in the country. Out of the total enrolment figure of 433,237 across all provinces, women constitute only about one third, with 147,811 currently enrolled (as of 2018).¹⁰

¹⁰ Government of Pakistan, Ministry of Federal Education and Professional Training Taskforce on Education, [National "Skills for All" Strategy: A Roadmap for Skill Development in Pakistan](#), 2018, p. 18.

Vocational education and training opportunities for women are currently limited to a narrow range of female-dominated fields that reinforce gender stereotypes, such as tailoring and beauty therapy, while boys and men dominate “traditional male occupations”, such as carpentry, motor mechanics and engineering. These gender-typical training pathways lead to low-income earning opportunities for women in comparison to men. Access issues within the TVET environment also have a gendered dimension. Mobility remains a key challenge, with social and cultural constraints imposing a “distance penalty” on women’s participation in formal training. In some cases, girls face entry barriers as admission requirements include minimum academic qualifications beyond primary level. In most rural areas, the majority of girls drop out of school after the primary level (fifth grade) due to access issues in general education as well as cultural barriers.

There is no available analysis on how the TVET sector is currently addressing issues of inclusion, particularly with regard to reaching out to people with disabilities and other marginalized groups. Most inclusive programmes appear to be one-off initiatives rather than forming part of targeted long-term training plans focusing on inclusivity. The lack of sex-disaggregated data makes it difficult to identify any trend in terms of TVET enrolment patterns, trainings selected and rate of transition into the workforce.

Main challenges

- **Lack of understanding of skills demand:** The current provision of TVET is still highly supply driven, with most training programmes designed without any market research being undertaken. Compounding the lack of reliable data is the shortage of administrative proficiency in skills analysis and forecasting of market needs experienced by most TVET service providers. The lack of market research in the sector continues to create skills mismatches, leading to poor employment outcomes. There is also a disconnect between economic planning and skills training. The Government of Pakistan is preparing to establish a series of “Special Economic Zones” to attract foreign direct investment – most notably under its China–Pakistan Economic Corridor (CPEC) initiative. However, there are very few specific training programmes to prepare local youth for expected employment opportunities in different technical areas.
- **Lack of capacity to reach out to all Pakistanis:** Despite the important share of private training providers, the growth of the TVET sector does not match the country’s population growth and its outreach is limited. The lack of a strong diversified financial basis for its operations causes difficulties both for new entrants on the labour market and for lifelong learning opportunities, which are often non-existent in a largely informal economy. Despite the growing demand for more and better skills training, TVET has traditionally been seen as a back-up option for students who drop out of the academic system. This perception, along with the lack of inclusiveness, has further hindered efficient skills development in the country. Mobility remains a key challenge to women’s participation in institutional training, with social and cultural constraints imposing a “distance penalty” on their access to training opportunities. The TVET sector also lacks a coherent and systematic approach to addressing the development of a broader skill set that comprises both technical and transferrable core skills.
- **Lack of skills portability:** The framework, financing and overall policy mechanism for recognizing, assessing and validating skills in order to facilitate lifelong learning and effective transition and/or reintegration into the labour market is yet to be developed and fully operationalized in Pakistan. Its absence negatively impacts skills portability, which is counterproductive when the Government is aiming to boost overall employability and economic development in the country.

- **Overlaps in institutional arrangement, role and remit:** There is some overlap in roles between the NAVTTC at the centre and the TEVTAs at the provincial level, following the reorganization of remits and roles after devolution. The duplications are present at both the strategic level in policy formulation and the operational level in the implementation of TVET services. There is a need to develop synergies between the various TVET institutions.

4. Partner mapping and the ILO's value addition

Since the Government of Pakistan is prioritizing skills development in its growth plans, international donors and development partners have supported this field with various development projects. Currently, there are more than 15 ongoing large-scale programmes in Pakistan supporting the TVET system, along with a donor coordination mechanism under the auspices of NAVTTC. Some of the largest ongoing and recently concluded projects are as follows:

Project	Development partner	Timeframe	Focus
TVET Sector Support Programme	European Union, Germany, Norway	2017–22	National
Punjab Skills Development Fund	UK Department For International Development	2011–21	Regional (Punjab)
Punjab Skills Development Project	World Bank	2016–20	Regional (Punjab)
Punjab Youth Workforce Development	United States Agency for International Development (USAID)	2016–19	Regional (Punjab)
Skills development in Punjab	Japan International Cooperation Agency (JICA)	2016–19	Regional (Punjab)

These projects not only tackle the challenges identified in section 3 above but also address the considerable challenges that remain in spite of the contributions and ongoing initiatives from the above-mentioned partners.

The ILO offers unparalleled expertise and knowledge about the world of work, acquired over a century of responding to people's need for decent work, livelihoods and dignity. It is the only tripartite United Nations agency that brings together representatives of governments, employers' and workers' organizations to jointly shape policies and programmes for the world of work. It is therefore in a unique position to promote dialogue between these stakeholders, which is necessary for the level of engagement required to achieve the desired results in relation to skills development in Pakistan.

The ILO has the ability to mobilize sector business associations and individual businesses as well as TVET institutions and training providers, and it is therefore ideally placed to work on key aspects of skills development, skills utilization and skills recognition. In the realm of skills development and lifelong learning, the ILO's work is embedded in its mandate on employment policy, giving the

organization an advantage in terms of linking skills development interventions to the broader context of employment in order to achieve improved coherence.

Recognizing the added value of the ILO, constituents in Pakistan are also keen to collaborate with the ILO in improving TVET systems. Moreover, the Pakistan Workers' Federation has a history of implementing effective vocational training programmes with technical support from the ILO. The ILO's intervention in Pakistan can also benefit from knowledge sharing and lessons learned from other ongoing initiatives in the broader Asia-Pacific region and, more specifically, South Asian countries. At present, there are 14 ongoing skills and employability projects in the Asia-Pacific region, including in Cambodia, Lao People's Democratic Republic and Myanmar, along with some of the largest skills projects, such as SKILLS 21 (Bangladesh) and the UK Prosperity Fund Skills Programme for South-East Asia (Malaysia, Philippines and Indonesia).

5. The way forward

Based on the challenges identified in section 3 and the ILO's value addition identified in section 4, the ILO proposes that the following deliverables could be achieved within a five-year period:¹¹

1. Strengthened skills needs anticipation capacities

Rapidly evolving skills needs, widening skills mismatch and the urgent requirement for effective reskilling and upskilling measures in response to COVID-19 impacts all demand sharper labour market analysis and enhanced social dialogue on the identification of current and future skills needs. Areas of intervention include addressing skills imbalances in strategic sectors, developing digital skills, core skills and skills for the transition to environmental sustainability and the application of new data-led and innovative approaches to skills anticipation. The ILO will also support the development and implementation of a toolkit for skills needs anticipation and prepare a Country Needs Assessment Report. In order to ensure effective implementation of proposed strategies and to make training programmes accessible for those communities with the greatest needs, periodic training and capacity building programmes will be organized for NAVTCC, TEVTAs, Skills Development Councils (SDCs) and other training centres.

2. Enhanced framework for TVET digitalization to increase the outreach of the programmes and improve their inclusiveness

The ILO will support constituents in implementing a flexible digital learning system in five target sectors that will increase the outreach and the inclusiveness of TVET programmes. It will provide blended learning modes that will give learners a greater choice of when, where and how they learn. Digitalization has become increasingly important in the context of COVID-19, as traditional modes of delivery have had to be shut down, leaving the TVET system incapable of functioning.

3. Promote Employer-led Training System

Employers are main stakeholders for TVET system – as they have to inform about their skill demands and provide employment to the trained workers. Therefore, Employers' engagement in TVET is unavoidable. However, in past, Pakistan has experienced different options to engage Employers however, results were not successful and a gap still persists in demand and supply of TVET.

¹¹ See Appendix 1 for the summary results framework.

There is a need to promote ‘Employer-led Vocational Training’ which focuses primarily on three areas: linking training to current labour market needs as well as anticipating and building competencies for the jobs of the future; building quality apprenticeship systems and incorporating core skills into training for young people; and expanding access to employment-related training in rural communities in order to improve livelihoods, reduce poverty, and equip women and men to work in the formal economy.

4. Improved mechanisms for skills recognition, assessment and validation in place

In order to facilitate labour market transitions and promote lifelong learning, the ILO will provide technical support for the finalization and implementation of the RPL policy and system in Pakistan and provide technical guidance to strengthen the country’s National Qualifications Framework (NQF) and National Vocational Qualifications Framework (NVQF).

6. Planning ahead

The estimated resource required to implement the proposed set of deliverables is US\$4 million over a five-year period. In Pakistan, the ILO has implemented a number of Extra-budgetary Development Cooperation (XBDC) projects to promote skills development and capacity development for TEVTAs and training providers. However, there is currently no ongoing XBDC project. There is, however, a limited unearmarked resource of RBTC, which could be allocated to any activity for demonstration and future replication purposes.

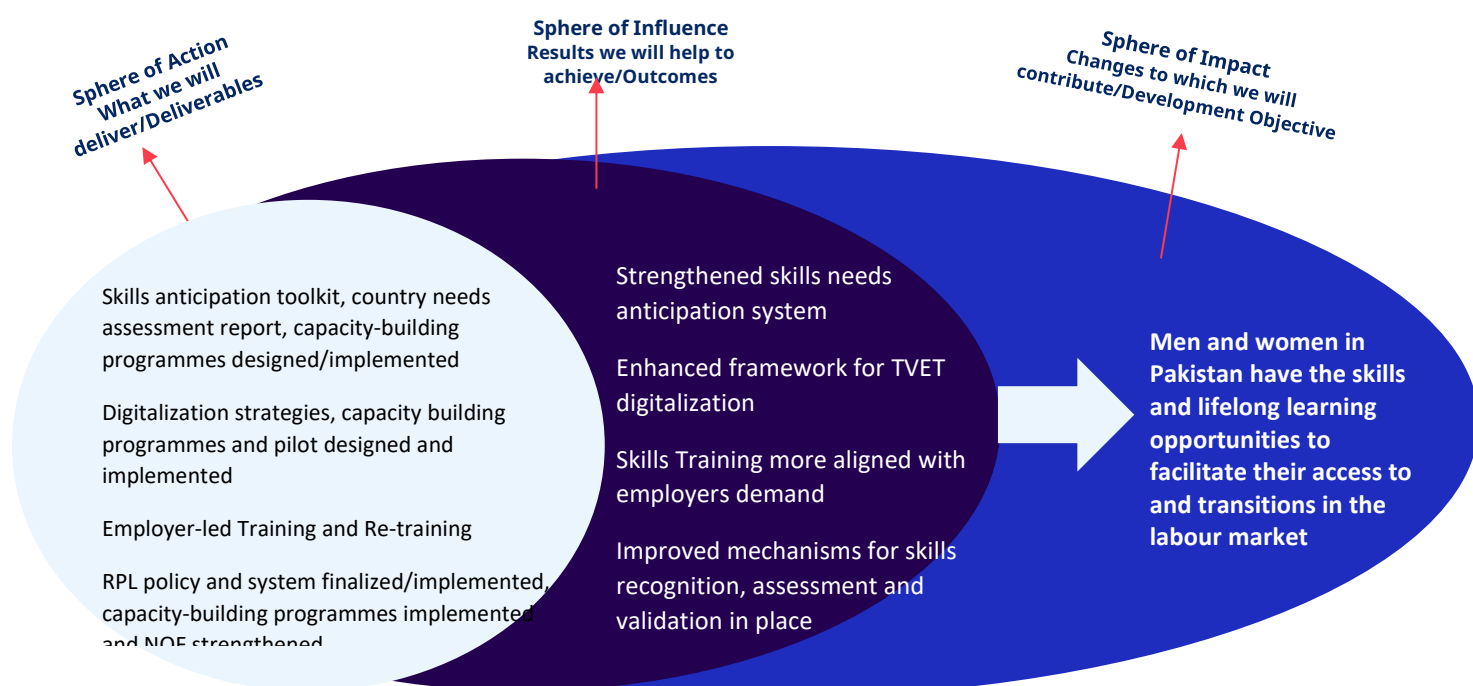
Deliverables	Available resources ¹²	Resources required
Deliverable 1 – Skills needs anticipation system	No resources available in CO-Islamabad for skills-related activities	US\$1,100,000
Deliverable 2 – TVET digitalization		US\$2,100,000

¹² The ILO’s funding base for its work consists of the following assessed and voluntary contributions:

- Regular Budget (RB): The assessed contributions from the ILO’s 187 Member States are provided by virtue of their membership, with the exact amount per State set every two years by the International Labour Conference.
- Regular Budget Technical Cooperation (RBTC): Category of resources under the Regular Budget generally used to provide direct support to ILO constituents in the design and review of Decent Work Country Programmes (DWCPs) and for activities related to global products, provided that these are of direct benefit to constituents.
- Regular Budget Supplementary Account (RBSA): Unearmarked voluntary contributions by a set of development partners in support of Programme and Budget (P&B) Outcomes, Country Programme Outcomes (CPOs) and global products.
- XBDC: Contributions by development partners to specific projects and programmes with a predetermined timeline and predefined geographic or thematic focus or outcome (P&B or DWCP Outcomes).

Deliverable 3 – Promoting Employer-led training in Pakistan		US\$ 500,000
Deliverable 3 – Skills recognition, assessment and validation		US\$300,000
Total	0	US\$4,000,000

Theory of change



Beneficiaries and key partners

Programme recipients (400)	Programme beneficiaries (10,000)
-----------------------------------	---

National Vocational and Technical Training Commission (NAVTTTC) Provincial Technical Education and Vocational Training Authorities (TEVTAs) Skills Development Councils (SDCs) Punjab Vocational Training Council Employers' Federation of Pakistan (Skills and Economic Development Unit)	Women and men benefiting from skills training and recognition, assessment and validation
--	--

Policy alignment

The ILO's engagement on skills development aligns with the following policies, strategies and plans:

- **DWCP and P&B:** The proposed set of deliverables contributes towards Priority 2 of Pakistan's DWCP III (2016–2022), which targets job creation and employability for youth and vulnerable groups. It is also aligned with the target CPO for 2020/21, PAK176 (which supports an enabling policy, legal and regulatory environment created for sustainable employment at federal and provincial level). The proposed deliverables will ultimately contribute to fulfilling policy Outcome 5 of the ILO's Programme and Budget for 2020/21: Skills and lifelong learning to facilitate access to and transitions in the labour market.
- **United Nations Sustainable Development Framework (UNSDF):** The UNSDF for Pakistan (2018–22) also prioritizes skills development under its Outcome 2: Economic development and decent work.
- **National policy/programmes:** The proposed set of deliverables contributes towards eight priority areas identified in Pakistan's 2015 National TVET Policy. In addition, the Government of Pakistan has initiated the Hunarmand Pakistan (Skilled Pakistan) programme and Kamyab Jawan (Successful Youth) programme. Both of these programmes have skills development at their core.

Risk assessment

Risk	Level of risk	Mitigation measures/alternative strategies
Government priorities change, causing skills development to take a back seat	Low	In view of Pakistan's continuous population growth and poor economic progress, it is unlikely that the Government's prioritization of skills development will change. The ILO will continue to push for lifelong learning to remain a key policy priority
Government institutions do not respond positively to the proposed deliverables programme	Medium	Detailed consultations with Government will be undertaken to identify priorities and project activities will be aligned to those priorities
Project activities delayed due to COVID-19 or any other pandemic or security situation	Medium	The situation will be carefully monitored and alternative strategies (using digital media) will be identified to

		ensure the timely delivery of activities without compromising quality
Due to travel restrictions, technical experts in relevant fields are unable to visit Pakistan	Medium	The situation will be carefully monitored and alternative modalities for engaging technical experts (through online meetings) will be identified to complete activities
Social partners (employers and workers) disagree with and demand changes to the proposed strategy	Medium	In-depth discussion will be undertaken with social partners to consider their views and clarify the situation. Valid points will be incorporated into the project strategy

Appendix 1

Summary results framework

Impact

Enhanced skills and lifelong learning of women, men and youth – particularly vulnerable workers – in order to facilitate access to and transitions in the labour market in the Association of Southeast Asian Nations (ASEAN) region.

Deliverable 1 – Strengthened skills needs anticipation capacities

Activity 1 – Toolkit designed and implemented in three or four provinces

A toolkit for skills needs anticipation will be developed, based on the available sources of information and methods of analysing information to identify major skills needs. Once developed, the toolkit will be implemented in three or four provinces.

Activity 2 – Country Skills Needs Assessment conducted and report prepared

Based on the skills needs anticipation toolkit, a Country Skills Needs Assessment Report will be prepared, highlighting major skills areas where interventions are to be implemented.

Activity 3 – Strategies and measures for skills needs anticipation implemented

Based on the Country Skills Needs Assessment Report, NAVTCC, TEVTAs, SDCs and other selected institutions will be supported in implementing different strategies and training programmes to meet the market demand effectively.

Activity 4 – Capacity building programme for key implementers conducted

In order to ensure effective implementation of proposed strategies and to make training programmes accessible for those communities with the greatest needs, periodic training and capacity building programmes will be organized for NAVTCC, TEVTAs, SDCs and other training providers. In addition to training, hands-on support and technical assistance will also be provided to ensure the successful achievement of results.

Deliverable 2 – Enhanced framework for TVET digitalization to increase the outreach of the programmes and improve the inclusiveness of their delivery through digitalization

Activity 1 – National and sectoral skills digitalization strategies for TVET in place

In view of the complete stoppage of the TVET system due to the COVID-19 pandemic, building the capacity of national TVET institutions to adopt modern digital training methodologies which can continue even during physical lockdowns is key. To meet this challenge, national and sectoral skills digitalization strategies will be developed to put in place an effective digital learning management system and operationalize digital learning methods.

Activity 2 – Capacity building programme in place to allow key implementers to support skills digitalization

Once national/sectoral strategies for skills digitalization are developed, the aim is to support the capacity development of TVET institutions at the national and sectoral levels to adopt these systems and operate them effectively.

Activity 3 – Skills digitalization pilot tested in five selected sectors

During the pilot phase, skills digitalization will be piloted in five sectors, for which a complete set of activities will be developed, to include standard operating procedures, learning management system, operating system, content digitization, facilitation system and all necessary prerequisites.

Deliverable 3 – Promote Employer-led training

Activity 1 – Capacity building of Employers and Industrial Associations to identify Skills Demand

Employers' Federation of Pakistan (EFP) and sectoral Industrial / Trade Bodies will be supported to effectively work out skill training demand and translate such demands into training contents (competency standards) as well as number of workers required in each trade/occupation. This will help in continuous feeding of data from Employers' bodies on skills demand. Such demand can be shared with TEVTAs.

Activity 2 – Pilot Employer-led training

Support Employers' bodies to organize innovative training courses jointly with Government and Private Training-providers to enhance their understanding of 'Employers demands' and to tailor their training programmes according to contemporary market demand.

Deliverable 4 – Improved mechanisms for skills recognition, assessment and validation in place

Activity 1 – Technical support provided for the finalization and implementation of RPL policy and system

RPL is already in operation in Pakistan to some extent. The current process will be reviewed to identify major gaps and challenges and technical support will be extended to the relevant institutions to make this system more dynamic and accessible for beneficiaries and more systematic.

Activity 2 – Capacity-building programmes implemented to support lifelong learning

In Pakistan, the entire TVET system is focused on new entrants to the labour market and providing first-time training to participants. However, there is currently no system for retraining, reskilling, upskilling or offering training to existing skilled workers. This deficiency results in the stagnation of skills development processes and affects the productivity of workers. The aim is to initiate a lifelong learning system, whereby facilities for the retraining and upskilling of workers and productivity enhancement will be established – primarily for existing skilled workers in various industries/sectors.

Activity 3 – Technical support provided to strengthen NVQF and NQF

Pakistan has a comprehensive NQF and NVQF, with some interconnecting streams. As part of this activity, the aim is to assist the Government to review and upgrade the NQF and NVQF in order to provide better career pathways for trainees and improve skills standards in line with international experience.