Skills Education:
Pathways into Employment

Strengthening Evidence Use for Development Impact (SEDI)

Tabadlab for OPM (ft. SDPI and SPARC)

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Overview

• The Skills Problem

• The political economy of the skills sector

• The evidence ecosystem in the skills sector

• Implications for public policy
The Skills Problem

• 70 million Pakistanis between 15-29 years of age
• 1.8 million new entrants each year from formal schooling
• 4.4 million new entrants youth not in formal schooling, but need training

• Total TVET training slots? 437,000
• The definition of skills? Too narrow.
• The quality of training? Mixed.
Political Economy of the Skills Sector

- Pakistan’s policymaking priorities have been informed by a wide range of factors: National security, International, being responsive to public demands.

- Contested institutional landscape in which the legislature, the judiciary and various arms of the executive compete for power and influence.

- News media also has had a strong influence over policymaking which will only increase with the advent of digitally-driven social media channels.
Political Economy of the Skills Sector

• Institutional analysis
  • Federal & provincial assignments
  • Bureaucracy, elected officials and experts
  • Allocations and appropriations
  • Role of private sector
  • Role of donors

• State of evidence in policy making
  • Targets set in the absence of data-driven analysis

• Gender and inclusion in skills
  • Fixed quotas for increased participation in training programs
Evidence Ecosystem in the Skills Sector

• NAVTTC Act assigns NAVTTC the data responsibility (NSIS)

• Tracer studies

• Punjab Skills Development Fund

• The TVET Reform Program (GIZ)
Evidence Ecosystem in the Skills Sector

• The thin participation of external entities in this process makes the evidence ecosystem relatively weak.

• It is also not clear how much decision-making can be sourced in the ecosystem of evidence itself.

• The detailed assessments using the Authority, Acceptance and Ability (AAA) framework leads to a focus on NAVTTC, Punjab TEVTA, and Khyber Pakhtunkhwa TEVTA
Evidence Ecosystem Map for Skills Sector

**Regulations**
- NAVTTC Act
- TEVTA Act

**Knowledge users**
- Ministry of Federal Edu & Professional Training
- Task Force on Skills
- Ministry of OF & HRD
- NAVTTC
- TEVTAs, PSDF,
- Donors
- Employers
- Training Providers

**Intermediaries**
- Media
- Donors (Sector Analysis)
- Advisory / Consultancy
- Firms (Contracted Work)

**Knowledge producers**
- Donors – TVET Reform Programme
- Pakistan Bureau of Statistics
- NAVTTC (NSIS, Tracers)
- PSDF (M&E, Market Research)
- CERP – Think Tank (PEOP)
Policy Implications

• Fragmented and scattered governance
  • lack of focus on institutional alignments and quality of training

• Weak regulation and enforcement
  • mushroomed growth of private training providers driven solely by the profit motive

• Split federal and provincial responsibilities
  • difficult for stakeholders to agree on a national policy framework