

Apprenticeships in

Pakistan

A Handbook and Guide

Implementing Agency



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This Handbook demonstrates the opportunity provided by apprenticeships and is designed as a practical guide for employers on what an apprenticeship is, how it works and how the law is changing through the Apprenticeship Act 2018

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An Introduction To The Apprenticeship System

Why a handbook?

This handbook has been developed by the British Council for the National Vocational and Technical Training Commission, (NAVTTTC) to demonstrate the opportunity provided by apprenticeships and to act as a practical guide for employers on what an apprenticeship is, how it works, how the law is changing through the new Apprenticeship Act and what this means for business. These changes are very significant and need to be fully understood by the business community. They remove the barriers inherent in the old system and free up employers to maximise the benefits of embracing apprenticeships across their business. The guide may also be of interest to training institutions and to individuals who have an interest in apprenticeships.

The handbook provides some detailed advice on what an apprenticeship is and the benefits for employers and the requirements and responsibilities of the three main players in any apprenticeship, the employer, the individual and the chosen training institute. It then sets out how employers need to go about setting up an apprenticeship programme and describes the apprenticeship journey from recruitment to assessment and certification.

Whilst the main dimensions of apprenticeship policy under the new Act are now established, the detailed arrangements for some elements of policy implementation

are still under development. These include the precise arrangements by which Apprenticeship Committees and funding will operate and the tests for fulfilling the requirement to recruit 5 per cent of the workforce as apprentices. It is also recognised that the application of a competence- based learning and assessment system based on national standards and the formalisation of apprenticeship for the informal sector and small firms are major changes that will require careful transition planning and a flexible approach to policy development. NAVTTC welcomes views on these issues and on the handbook itself. The handbook will be updated as details of operational policy and transition arrangements develop.

We also wanted the handbook to inspire as well as inform. We know that seeing is believing so we have included some short case studies of apprenticeships in some of our most go-ahead companies to back up our claim that apprenticeships work. We hope that the handbook will encourage all companies to take a new and closer look at apprenticeships and how, if designed properly and delivered effectively, they can generate a positive return on investment (ROI) for the business community.

The National challenge

Pakistan is currently one of the youngest countries in the world and the second youngest in South Asia. About 64 per cent of its total population is below the age of 30. An alarmingly high number of children

(almost 24 million) are out of school and 49.6 million adults are illiterate. Each year, 2.4 million young people enter the labour market with little or no skills, yet, as of 2015, there were less than half a million places available in formal technical and vocational education and training (TVET) through 3,740 institutes across the country.

The economy is changing from its traditional manufacturing base with a substantial growth of the service sector expected in the next 10-15 years and there are new opportunities opening up through major projects like the CPEC, which is intended to 'rapidly modernize Pakistani infrastructure and strengthen its economy by the construction of modern transportation networks, numerous energy projects, and special economic zones. Pakistani officials predict that CPEC will result in the creation of upwards of 2.3 million jobs between 2015–2030, adding 2 to 2.5 percentage points to the country's annual economic growth'.

Industry recognises that reliance on using high volumes of low skilled labour to produce low cost manufactured goods for Western markets is not sustainable in the longer term. Productivity improvement and added value in terms of innovation and quality are driven by a combination of great leadership, capital investment and a highly skilled workforce. The most advanced companies in Pakistan know this and are already pressing ahead with ambitious programmes

of skills investment. They recognise that apprenticeships are the single most effective skills development tool in the developed world because they are driven by employer demand and deliver the combination of directly relevant skills, knowledge and behaviours they need. They are determined to maximise their value in building business success.

The government now sees skills and apprenticeship development as one of its top priorities. With help from European governments, and led by the German training authority GlZ, an ambitious reform plan has been delivered since 2011 to improve access, quality, equity and relevance of TVET. The second phase is now underway designed to put in place the tools and the capacity to deliver demand-led skills development. In parallel, a new Apprenticeship Act was approved at Federal level in January 2018 after extensive national consultation and will be adopted by the Provinces as soon as possible. It is designed to stimulate much greater investment in apprenticeships in manufacturing and to extend the power of apprenticeships across the economy. The government is clear that employers embracing apprenticeship skills will be supported and that those who do not will have to pay a fair contribution.

There is now a massive opportunity to skill up the nation. Pakistan has a huge young population that is hungry to acquire education and skills, an economy that will need skills to support growth, productivity and innovation to help move up the value-chain and a government that is giving skills development the highest priority. The truth is, Pakistan now has to make a step change in the scale and quality of apprenticeships. Punjab and Sindh are the

most successful Provinces in encouraging apprenticeship and in total there are about 50,000 apprentices in training nationally. As the table below shows, the UK and Germany train a far higher proportion of their working population through the formal apprenticeship route. We would need a twenty fold increase to be in a similar position and to move decisively towards our estimate of needing to train 950,000 skilled people a year.

What is an Apprenticeship?

An Apprenticeship is a combination of real employment and training that is available to people eligible to work in Pakistan. Under the 2018 Act, it means a 'system of training which combines practical training in an establishment and theoretical training in a registered institute in pursuance of a contract of apprenticeship'.

An establishment is defined as an industrial, commercial, business, mining, exploration, services or other organisation including those in the informal sector, as notified in the official Gazette. This is a much wider definition than industrial establishment as previously used.³

Apprentices are recruited by employers and spend most of their time (typically 75-80per cent) working in the business developing their skills on productive work. This on-the-job training is against a detailed training programme setting out what the apprentice needs to learn to be successful in their job.

It is planned that these training programmes will be defined by National Occupational Standards that set out the technical skills apprentices need to master, what they

will need to know and the personal skills they will need to develop to be successful in their role.

Apprentices spend part of their time (typically 20-25per cent) away from the shop floor studying towards a recognised qualification that helps to build their technical understanding of their work. This is normally at the company training centre or an approved training institution.

This 80-20 structure is at the heart of the apprenticeship model across the world. It provides an important balance between developing the practical skills needed in today's workplace with the time to gain a deeper understanding of the industry and to build the flexible and analytical skills to help prepare young people for the future.

How is an apprentice defined under the new 2018 Act?

An apprentice is defined as a person who is:

- Undergoing trade, graduate or technician apprenticeship training
- Pursuing or hold(s) a technical vocational qualification, diploma or degree from a recognised institution
- Under a contract of apprenticeship
- Including in the informal sector

This is a wide definition that opens up the opportunity for advanced and higher level apprenticeships including those up to degree level. It removes the previous age

Employer Engagement	Employers are the foundation of any Apprenticeship Program
Structured On-the-Job Training (OJT)	Apprentices receive OJT from experienced mentors & instructors for typically not less than one year.
Related Training & Education Instruction	Combine OJT with classroom based technical education
Rewards for Skill Gains	Apprentices receive increases in wage as they gain higher level Skills'
National Occupational Credential	Leads to a nationally (or provincially) recognized Credentials & guarantee to employers that apprentices are qualified for the job.

Figure 1: What does an Apprenticeship Programme entail?⁵

restrictions that limited apprenticeship to young people up to age 24 or 25.⁴

How long do Apprenticeships take?

Apprenticeships are designed to train people for skilled jobs and will vary in length according to the level and complexity of the job or trade the apprentice is training for. There is no legal minimum period, but training programmes normally last for between 1 and 3 years, which will include a six month probation period to ensure the employer and apprentice are right for each other. In manufacturing, where apprenticeships have mainly operated so far, the roles would typically be at craft, technician and associate engineer level and relate to Level 5-7 of the new National Vocational Qualification Framework.⁶

What is the legal structure?

The employer and apprentice are formally bound together for the duration of the apprenticeship by an apprenticeship contract signed by each of them. This sets out the rights and responsibilities each can expect from their relationship. The contract remains in force for the duration of the apprenticeship but falls at apprenticeship completion, which will normally be when an apprentice

Table 1. Apprenticeship numbers ²							
Country	Employed population	Apprentice starts 16/17	Apprentice completion 16/17	Apprentices on a programme	Companies that take apprentices	of companies that take apprentices	Ratio of starts to employed population
Pakistan	57.4m	50,000	47,500?	N/A	2,500	3.4%	1:1,540
UK	32.4m	491,000	272,000	912,000 (2016/17)	89,400	4.6% in total. (12% of medium and 82% of large)	1:66
Germany	44.7m	522,000 (2013/4)	520,000	1.34m (2014)	427,000	20%	1:86

2. Data from tradingeconomics.com, Apprenticeship Statistics- House of Commons Library Briefing Paper 06113, 25.07.18, apprenticeship-toolbox.eu.germany and www.bibb.de/dokumente/pdf/BIBB_VET_Data_Report_2015_zur_BF.pdf

3. The Act now has similar scope to the UK, although the UK definition also now includes Government and NGOs.

4. These changes bring the definition much closer to the UK model where the retraining of existing employees has become a major component of apprenticeships and where Degree Apprenticeships are one of the fastest growing parts of the UK system.

5. Figure adapted from 'Workforce Systems and Apprenticeship Partnerships' <https://www.dol.gov/apprenticeship/pdf/RA-WS-Partnerships.pdf>

6. The UK has a similar approach, but the largest numbers of apprentices are now in business, administration and service sector roles such as care, retail and hospitality. UK apprenticeships are for a minimum of 1 year with longer and more in- depth training for apprentices who show the aptitude for more highly skilled work or supervisory roles. All UK Apprenticeships are designed to meet Standards which are designed and agreed by employers and made available publicly on a government website.

successfully completes an End Test, (see assessment section below). While there is no formal right to employment after completion of the programme, most apprentices will move seamlessly from apprenticeship to skilled employment as they will by this stage be highly productive workers. For example, in a 2016 pilot of the Scottish Modern Apprenticeships model in Punjab, 122 Apprentices were hired by 10 companies for apprenticeships lasting between 5 and 12 months. Companies signing up for the pilot agreed to keep at least 30per cent of apprentices they took on, but in fact ended up hiring between 75per cent and 100per cent of their trainees because they were so impressed by the outcomes of the programme. Three of the companies are highlighted as case studies in Chapter 5.

Benefits of Apprenticeships

The benefits from apprenticeships are proven and substantial, yet too many employers still see training as a cost rather than as an investment. So, just what are the benefits? A recent UK government publication⁷, offers the following benefits:

- Raise staff morale
- Match the skills of employees to the skills you need
- Create a talent pipeline across your organisation
- Improve your company image
- Attract the best candidates
- Improve your productivity
- Upskill existing staff
- Increase your diversity
- Reduce staff turnover

Looking in a little more detail, perhaps the five most important benefits are:

Apprenticeships provide a talent pipeline of skilled workers for the future.

- Apprenticeships provide practical experience to enhance employability
- New starts and existing employees enhance their skills for the benefit of the company, learning while they earn
- The skills developed precisely match those needed by the company, helping to fill skill gaps and preparing future managers and leaders

- The company can 'try before you buy' with new staff which significantly reduces screening and recruitment costs, reduces the attrition rate and improves the quality of intake.

Apprenticeships increase staff loyalty and retention

- Employees who have been trained to a high standard in house tend to be highly motivated, committed to the company and likely to stay longer, reducing recruitment costs and creating a more satisfied and loyal workforce.

Apprenticeships increase the business bottom line

- Analysis in the UK and elsewhere has shown that apprenticeships have a net positive effect on the profitability of a business, see Return on Investment (ROI) information below.
- Government support will help offset the cost and risk associated with taking apprentices, especially for smaller firms and those in the informal sector.

Apprenticeships help free up existing staff time

- The time of skilled workers can often be taken up on minor tasks that distract them from their main work. Apprentices can take on these tasks, learning to take responsibility while freeing up more senior time.
- Apprentices do of course need to be properly supervised and mentored. Companies often give these tasks to older workers who want to pass on their skills, or to younger aspiring managers.

Apprentices can energise a company

- Apprentices can bring a fresh approach and a positive attitude into the workplace, providing new ideas and a willingness to help and to learn.
- For existing employees, apprentices bring opportunities to supervise and mentor. This, in turn, improves overall morale of staff.
- Apprentices can help companies adapt more quickly to changing technology, especially how to exploit the power of the internet and mobile computing.
- Companies that take apprentices are seen as good corporate citizens which helps them recruit talent and makes them more attractive to do business with.

These claimed benefits are supported by the case studies of apprenticeships in Pakistan, (see Chapter 5 below):

- Apprenticeships at Bestway provide 'ready access to a pool of well-trained human resources for the expanding business'.
- Premier Energy used to take new people on who 'took between three and five months before they were ready to do a real job in the company'. As a new business in a fast- moving sector, this just was not working, so they looked to apprenticeship as a new solution to skill up the business. They are now looking at setting up their own academy to run a program specific to the sector's requirements.
- Aman Tech are providing high quality vocational education, with on-the-job training opportunities that lead to permanent employment.
- AKI plays an active role in making apprenticeship a 'journey towards professional excellence for young workers'. AKI's management believes that

apprenticeships provide 'a win-win situation for both the employer as well as the apprentices'.

- Crescent Textile Mills CTM apprentices see the opportunity for practical experience to improve their employability. For CTM, it provides the employers with 'a longer window to observe and consider a candidate for any long-term roles'.

The claim that apprenticeships generate a net Return on Investment, (ROI) has been the subject of detailed research. For example, the Centre for Economics and Business Research calculated in 2015 that on average an apprentice in the UK generated an annual employer return of £1,670.⁸

The Institute of the Motor Industry, (IMI), which is the Sector Skills Council for the automotive repair sector, has undertaken a highly rigorous study of the ROI for automotive technician apprentices across a range of companies, studying their three-year apprenticeships and a further 'improver' year. The results are at figure

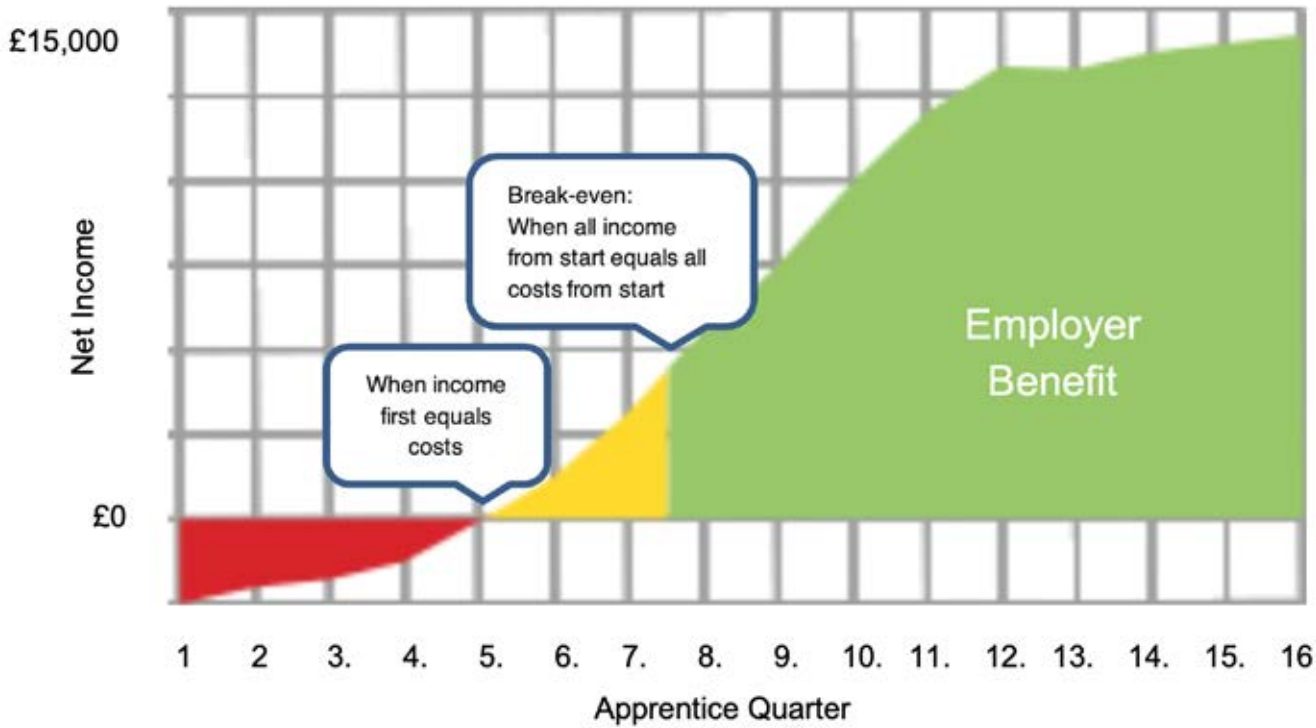


Figure 2: IMI Apprenticeships: Return on Investment

7. 'Achieving the benefits of apprenticeships: A guide for employers', National Apprenticeship Service, 2018

8. The Benefits of Apprenticeships to Business (2015), Centre for Economics and Business Research.

2. Following an initial small loss at the start of the apprenticeship, trainees on average built up their ‘sold’ hours to those of a skilled technician, (25 per week at £50/hour) by the end of their fourth year, generating a net employer benefit of £51,300 by quarter 12 and a cumulative ROI of 149per cent.⁹

Costs and income rates will be different in Pakistan and rates of return will vary between industry sectors, but we believe it is fair to assume that similar proportional rates of return will be possible.

The main employer evaluation study of apprenticeships in the UK in 2017¹⁰included the following summary of findings which should act as a benchmark for Pakistan:

Apprentices become highly skilled even before they finish their training. ‘There’s a real buzz in the office around apprentices as people increasingly see the benefits they can bring. Apprenticeships also give staff opportunities to supervise and mentor people – opportunities that they previously may not have had.’ Bond Dickinson, finalist at National Apprenticeship Awards 2016

69% say employing apprentices improved staff retention.

65% of apprentices stay working for the company that trained them when they complete their apprenticeship.

86% said apprentices helped to develop relevant skills for the organisation

74% say apprentices improved products or service quality,

78% of employers say they improved productivity.

67% say employing apprentices improved their image in the sector.

‘As a result of the speed of change in the technology industry, we knew we had to take action to address the digital skills gap. The combination of gaining high-level skills and full exposure to the industry proposed by degree apprenticeships seemed like the obvious solution.’ Cap Gemini, Apprenticeship Trailblazer

Input measures:

- The cost of recruitment, wages, supervision and equipment
- The time commitment of staff in the company in organising the programme, supervising the apprentice and liaising with the training institute
- Any offsetting subsidy from the government

Output measures:

- The additional capacity and income generated by the apprentice as their skills develop
- The proportion of apprentices that are offered a full-time job at the end of their training and choose to stay with the company
- The number of leavers and unsuccessful apprentices or the attrition rate
- The number of former apprentices who stay with the company for 3 and 5 years
- The number who are promoted to more senior roles
- The wage gain by former apprentices over time compared with other workers
- The satisfaction level of apprentices and former apprentices over time, compared with other workers

Longer term outcomes:

- Innovations introduced to the company and improved work methods
- Improved retention of staff
- Reduced costs of recruitment
- Improved first time quality/lower costs of quality
- Reduced skills gaps and shortages
- A stronger talent pipe-line
- Improved profitability
- Improved productivity

9. www.theimi.org.uk/roi
10. gov.uk/government/uploads/system/uploads/attachment_data/file/659710/Apprenticeships_evaluation_2017_employers.pdf



An Introduction to the New Apprenticeship Act, 2018

The Government of Pakistan passed a new act titled the 'Apprenticeship Act, 2018' on 4th of January 2018. The purpose of the Act was to amend, update and expand the scope of the previous law (Apprenticeship Ordinance, 1962) which limited the scope of the program primarily to the manufacturing sector. The new Act currently applies to 'areas included in the Federation that do not fall in any province'. It is, however, expected to be adopted by the provincial assemblies in the near future after which industry, provincial training providers and Technical & Vocational Training Authorities (TEVTAs), will follow the requirements and features prescribed in the provincially authorised version of this Act.

The new Act was designed and drafted in consultation with the private sector through a Consultation Dialogue on Apprenticeship Reforms from 2014. More than 90 medium and large scaled businesses and associations participated in the dialogue. The following were the main participants:

- Chambers of commerce (Federation, Karachi, Lahore, Sialkot, Peshawar)
- Leading Industries (90+)
- Employers Federation of Pakistan (EFP)
- Workers & Employers Bilateral Council of Pakistan
- Provincial TEVTAs / Provincial Boards
- Donor organizations (ILO and GIZ)

After detailed consultations with the private sector, the new Act was drafted by NAVTTC as the apex body for Technical and Vocational Training in Pakistan. The main features of the apprenticeship program under the new Act are as follows:

- 'Employer' means 'any person who employs another person in an establishment, including an employer who has an ultimate control over the affairs of an establishment or is responsible to its owner for those affairs'
- 'Designated trade' means 'any trade or occupation or any subject, field in engineering, technology, service, vocation or management'
- Covers all sectors of the economy (including SMEs)
- Regulates informal apprenticeships
- Removes the minimum number of workers (previously 50+ workers)

- Excludes Apprentices from the 'Worker Definition'
 - Treats them as a 'trainee' which means cost saving for the employer in terms of benefits and training cost sharing by government during off-the-job training
 - Benefits will now be paid by the government instead of the industry
- Shared cost of Apprenticeship:
 - Classroom training to be funded by the government (Fee)
 - On-the-Job training to be sponsored by the industry (average of 50per cent of minimum wage to be paid)
 - Government sponsored welfare schemes to cover expenses of apprentices in case of any occupational health, injury, loss or other incident caused to apprentices during on/off-the-job training
- Includes all levels of apprentices (technician / graduate)

If a business falls within the above-mentioned criterion, **then the business is legally bound to hire at least 5per cent of its total employed workforce as apprentices, in any given trade their organisation might need.**

Why a New Act?

Since the Apprenticeship Ordinance of 1962 and Rules in 1966, no reforms were undertaken to reflect more modern and evolving practices in the field of apprenticeship in Pakistan. The system was stagnant and its output was not meeting the demands of the industry both in terms of numbers of skilled labour as well as the quality. NAVTTC under its National Skills Strategy included apprenticeship reforms as one of the priority areas for enhancing access and greater training opportunities for youth.

The main reasons to change to the new Act include:

1. **Limited Sectors:** The main purpose of updating the Apprenticeship Ordinance 1962 was to expand the programme's outreach to more sectors in addition to the manufacturing sector. Existing law does not cover emerging sectors such as services, agriculture,

mining and communication. As per Labour Force Survey (LFS) 2013-14, these sectors represent an 84per cent share of the total labour force.

2. **Small and Medium Enterprises (SMEs):** Industry with less than 50 workers in apprentice-able trade was not covered
3. **Limited and male dominant trades:** Under the existing law, industry was restricted to offer apprenticeship in only a limited number of trades, notified by the government as apprentice-able. Most of the notified trades are male dominated.
4. **Trade Apprentices:** Only trade apprenticeships were covered under the existing law, hence excluding the opportunity to take technician and graduate apprentices.
5. **Cost of training and wages:** Under the previous law, the entire cost of training and wages was borne by the industry including the cost of theoretical instruction in an institute. Additionally, the industry was also supposed to pay for the apprentices' social security and benefits etc. comparable with their full-time workers. These were seen as the main reason for industry's reluctance to offer apprenticeships.
6. **Apprenticeship Qualifications and Certification:** Apprenticeship training qualifications were not linked with mainstream TVET qualifications including the certification system. Linkage of the apprenticeship system with the National Vocational Qualification Framework NVQF is needed for greater acceptability of apprenticeship certificates at local and international level.
7. **Reluctance of Industry:** As apprentices were included in 'workers definition' under the previous law, industry was reluctant to train apprentices as it was bound to invest heavily in apprentices' benefits such as EOBI, Social Security and other welfare schemes.
8. **Informal Apprentices:** 72.6per cent informal skilled workers trained through informal apprenticeship (Ustad-Shagrid) system were not covered by the previous law. This large portion of skilled labour was not recognized by the government's apprenticeship programmes mainly because the informal sector is

not organised and it does not include any classroom training option for its trainees. The country's overall need for skilled labour in early 2017 was estimated to be around 950,000. To achieve this target, NAVTTC considered three different options:

- a. Establish more regular training institutes
- b. Reform the formal apprenticeship programme
- c. Formalize informal apprenticeships

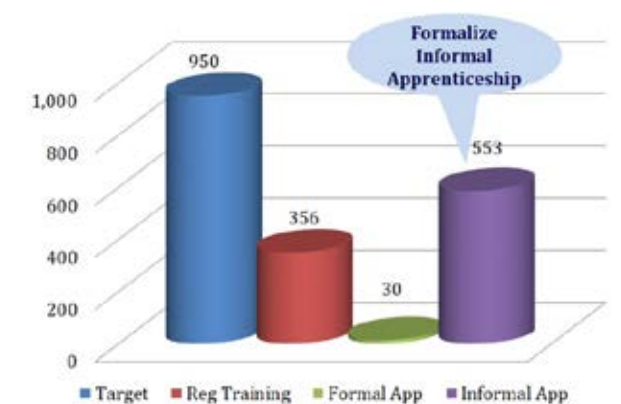


Figure 1: Required vs Actual number of apprentices from various channels of vocational training in Pakistan ¹¹

Since the numbers brought in by the informal sector are comparatively bigger, the new Act declared inclusion of informal sector into the formal apprenticeship program. Through this Act, NAVTTC aims to also recognize the informal sector - or the 'Ustad Shagrid' (mentor-student) system widely prevalent in Pakistan ranging from automobile mechanics to small restaurants and shops etc - along with the formal and mainstream sectors.

The new Act is also expected to provide some relief to employers in terms of the existing requirements imposed on them by the national Apprenticeship programme. Under the previous Ordinance, if an employer failed to provide training to the minimum required number of apprentices, they would be liable to pay a fine and/or face 6 months of imprisonment. This clause was removed from the new Act to make it more employer-friendly.

11. Source: Economic Survey of Pakistan 2014-15, IMF, SBP, NAVTTC-NSIS, LFS 2014-15

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The new Act was designed and drafted in consultation with the private sector through a Consultation Dialogue on Apprenticeship Reforms from 2014. More than 90 medium and large scaled businesses and associations participated in the dialogue. The following were the main participants:

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- Leading Industries (90+)
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After detailed consultations with the private sector, the new Act was drafted by NAVTTC as the apex body for Technical and Vocational Training in Pakistan. The main features of the apprenticeship program under the new Act are as follows:

- ‘Employer’ means ‘any person who employs another person in an establishment, including an employer who has an ultimate control over the affairs of an establishment or is responsible to its owner for those affairs’
- ‘Designated trade’ means ‘any trade or occupation or any subject, field in engineering, technology, service, vocation or management’
- Covers all sectors of the economy (including SMEs)
- Regulates informal apprenticeships
- Removes the minimum number of workers (previously 50+ workers)

What has changed?

The new Act brings several changes for industry/ employers, apprentices, training institutes and the

apprenticeship funds. These changes can be viewed as follows:

1. **Scope** - Under the new Act, various sectors such as services, commercial and agriculture are now included. As per the previous law, only the manufacturing sector was targeted for apprenticeship programs. The law is focused on skilled worker training and not semi/unskilled workers.
2. **The Informal Sector** will now be included under the Act. This will include the opportunity to formalise existing informal sector training by linking firms and apprentices with local training institutes for technical instruction and by including assessment and certification to this traditional training model, including the recognition of prior learning(RPL). The government sees this as bringing significant benefits for informal workers and the businesses that employ them. Obligations, responsibilities and key steps are discussed later in the Handbook.
3. **Specifications** - Apprentices will be treated as ‘trainees’ under the new law. This change will provide considerable relief to the employers in terms of payment of social security and benefits to the apprentices, however, the apprentices will not be affected by this change. Under the new Act, the government will pay expenses for theoretical training including the fee and benefits of the apprentices, and share 50per cent of the entire establishment’s cost of training for each apprentice taken on above the prescribed obligation under the law.
4. **Funding** - It is envisaged under the new Act, that Apprenticeship Funds will be set up, jointly controlled and employer led by Apprenticeship Committees, see below. Companies that train reap benefits as the government will now sponsor their apprentices’ theoretical training and benefits while they study at the training institute. Companies that do not train the minimum required number of apprentices, pay a levy into the fund according to the training cost of that number of apprentices missing. The collected Fund will be used to encourage and support small companies to run apprenticeship programs.
 - **Apprenticeship Fund** - The Fund will be used for the promotion of apprenticeship training and reimbursement of partial costs of training, not exceeding 50per cent to employers; and welfare schemes for the apprentices. Its biggest

contribution will be towards the theoretical training services provided to the informal sector’s apprentices.

- **Small Firms (SMEs)** will particularly benefit from the Apprenticeship Fund as they will benefit from a 50per cent cost sharing model with government where the on-the-job training component of the programme will be partially sponsored by the government. Off-the-job/ theoretical components of the training is already fully sponsored by the government for all employers; small, medium and large.
 - The fund may also support, on a cost sharing basis, the development of **in-house training facilities** such as ‘training corners’ to enhance on-the-job training or to allow off-the-job training to take place on employer premises.
 - **Workers Welfare Fund (WWF)** - The Ministry of Finance collects around 2per cent charges against an employer’s annual earning as WWF. NAVTTC has moved a request to be given part of the collected fund in order to further improve its services and support the TVET sector in Pakistan.
5. **Quality** - Programmes under the new Act will strictly adhere to the NVQF and follow the Competency-Based Training & Assessment model. Currently, some training programs are following NVQF and some are not. Another significant step towards quality is the inclusion of the informal sector which will now greatly benefit from the institutional training aspect which was earlier missing in their programme. Existing workers in this sector should be able to have their skills recognised through trade testing and Recognition of Prior Learning under the NVQF. NAVTTC plans to pilot this inclusion in the following sectors:
- Construction
 - Beauty Care
 - Hospitality
 - Automobile

Other features of the new Act that are expected to improve the overall quality of the program are described below:

1. **Good governance** - Provinces will establish an Apprenticeship Committee under the chairmanship of an employer with 40per cent representation from employers, 40per cent from the Federal Government and 20per cent from workers (full-time workers who may be apprentices’ supervisors), to address all matters relating to apprenticeships. Under the previous law, concerned government bodies were the sole decision-making authority in all apprenticeship related matters. This model not only includes the private sector in decision making but also gives leadership roles to their representatives.
2. **Counselling and placement services** - To establish facilities for career counselling and placement of the apprentices through various means such as periodic newsletters with useful information on new and emerging trades, market skills trends and employment opportunities.
3. **Powers of Entry, Inspection and Advice to Employers** - Participating employers will be provided with technical advice and guidance for better management of the apprenticeship programmes. Government will maintain a Monitoring & Evaluation (M&E) plan to ensure the quality of training and strong management of the system.

For employers, the new Act is about creating the conditions for success to stimulate much greater take up of apprentices and to recognise the importance of the growth of the service and the informal sector in providing future jobs.

For individuals, this is an opportunity to get high quality training with a stipend which leads to good jobs, career prospects, higher wages than unskilled work and the possibility for self-employment.



Requirements and Responsibilities

Employers, apprentices and government have a number of important obligations to meet under the 2018 Act. They and training institutions should also consider their wider responsibilities and good practice in supporting the delivery of high quality outcomes from the apprenticeship system.

Employer obligations under the new Act

- To comply with the Apprenticeship Act and introduce an apprenticeship programme. There is a risk of financial penalty if employers do not comply with the Act.
- Notify apprenticeship vacancies on agreed websites
- Take on, as apprentices, a minimum of 5per cent of the average total number of full-time people they employ (in any occupation including management, finance, marketing and HR), checking they meet minimum eligibility requirements
- Provide the apprentice with a contract of employment and register the apprenticeship with NAVTTC. See example Apprenticeship Contract at Annex 1.
- Pay a training contribution to the apprenticeship fund if you choose not to take on this proportion of apprentices, or pay to take on 'a required number of persons trained from any other establishment at their cost'
- Ensure the apprentice receives theoretical /off -the-job training within working hours
- Cover the costs of on-the-job training. Government will cover the costs of off- the- job training at an institute and may support 50per cent of on-the-job training costs for SMEs and 100per cent of on-the-job training for the informal sector.
- You are not allowed under the new Act to take on apprentices that have left another employer or whose apprenticeships have been terminated by another employer unless agreed by the training authority
- Follow agreed termination procedures including informing each party in writing.

Wider Employer Responsibilities and Good Practice

Employers should:

- Provide adequate and competent supervision, ideally including a mentor who is not a direct line supervisor
- Agree the training programme for each apprentice
- Provide a workplace induction during the first week of the apprentice's employment
- Review progress on a regular basis and support the apprentice to have appropriate work and time to achieve their training objectives
- Support their apprentice(s) to gain a qualification as part of the training programme
- Record workplace attendance and liaise with the training institute and apprentice to resolve any issues
- Provide personal protective equipment (PPE) in accordance with the law and good health and safety practice and comply with all relevant health and safety legislation to ensure a safe workplace
- Pay the agreed stipend in line with minimum wage legislation and provide agreed benefits (e.g. travel and meals)
- Provide a duty of care to young people, protecting them from any abusive or unfair treatment at work
- Hold appropriate employer insurance

Apprentices: Obligations under the 2018 Act

- Learn their trade conscientiously and diligently and endeavour to qualify themselves as a skilled worker on completion of their apprenticeship
- Attend the practical training and related theoretical instruction according to the programme laid down by the employer
- Carry out all lawful orders of the employer and fulfil obligations under the contract of apprenticeship
- Submit to any assessment, test or examination to assess training progress
- Take up any grievance with NAVTTC and abide by their decision
- After the end of any probationary period written

- permission is needed from NAVTTC to leave the apprenticeship until it is completed.
- Understand the terms of the apprenticeship contract before signing it, including the probationary period. Apprentices may not be able to leave the apprenticeship after this point without repaying up to 3 stipends, until the apprenticeship period is complete. They will also be expected to repay stipend money if their apprenticeship contract is terminated due to misconduct or because the terms of the contract are not met.
- Obtain and renew skilled worker, technician or professional registration in a designated trade once the apprenticeship is successfully completed.

Apprentices: Wider Responsibilities and Good Practice

- Be on time and maintain good attendance at work and for off-the-job training. Ask in advance if there is a need to have any time off for family or other emergencies
- Dress and behave appropriately at work
- Understand the training programme and the standards to be achieved to be competent at the job
- Work hard and do your best to achieve high quality work
- Study conscientiously and do your best to pass your exams
- Ask the supervisor /mentor if any aspect of the training is unclear. Tell the supervisor/mentor about worries and concerns or if you are being mistreated.

Training Institute obligations¹²

There are no specific obligations set out for training institutions in the Act, but they have a number of important responsibilities shaped by good practice which should be included in any apprenticeship commitment statement they are asked to sign. An example of a three- way commitment statement between the employer, apprentice and training institute is provided at Annex 2. These responsibilities include:

12. Larger companies may have their own training departments that can fulfil these responsibilities.

- To provide high quality off-the-job training that is directly relevant to the needs of the employer and their industry. This may be a recognised national qualification or a tailored training programme to meet a specific company need.
- Provide the necessary equipment and materials to support this learning
- Monitor the progress of the apprentice at the Institute, help the apprentice to meet their learning targets and inform the employer on a regular basis
- Address any concerns relating to behaviour and attendance of the apprentice, involving the employer and the family of the apprentice as necessary
- Submit the apprentice for examinations and testing
- Provide counselling and support to the apprentice including advice on careers
- Visit the apprentice in the workplace on a regular basis to check progress against their training programme and support the employer to maximise the effectiveness of their training
- Maximise the quality of the learning experience and help each young person to succeed.

Government obligations

- Establish career counselling and placement facilities
- Publish information on labour market trends including emerging trades, skills, trends and employment opportunities
- Produce an annual report on apprenticeship progress
- Provide technical advice and guidance to employers on apprenticeships falling under this Act
- Monitor and evaluate progress including the power of entry to employer establishments
- Provide funding and determine penalties under the Act
- Make detailed rules and regulations to support the implementation of the Act including: selection, contract terms, settling disputes, hours and leave entitlement, formalising informal apps, conditions of employment, registration, discipline and welfare, records, assessment, vacancy filling, women, disabled people, health and safety, codes of conduct and welfare schemes.

Informal Sector obligations and wider responsibilities

The Act 2018 indicates inclusion of informal sector in apprenticeships but does not prescribe any operational details to govern their inclusion. Following general best practices in the field of vocational training, it is expected that the informal sector’s apprentices will be given the same status, benefits and stipend as regular apprentices wherever possible and their informally acquired skills will be recognized and assessed using the system of ‘Recognition of Prior Learning (RPL)’. The only major difference for informal sector apprentices, under the new law, will be the addition of theoretical or off-the-job training components during their apprenticeship period.

The responsibilities of informal sector employers are expected to be the same as for regular employers with slight variations based on their context. The following may be their main responsibilities:

- To comply with the Apprenticeship Act and introduce an apprenticeship programme.
- Like regular employers, informal employers may also face some penalty in case of non-compliance with the Act.
- Provide the apprentice with a contract of employment and register the apprenticeships with NAVTTC
- Ensure the apprentice receives theoretical /off -the-job training within working hours
- Ensure effective on-the-job training of their apprentices. Government plans to cover all on and off-the-job training costs for the informal sector and part of the costs of on-the-job training costs for SMEs. Off-the-job trainings will be government-sponsored for all employers including large organizations
- Provide adequate and competent supervision
- Review progress on a regular basis and support the apprentice to have appropriate work and time to achieve their training objectives
- Support their apprentice(s) to gain a qualification as part of the training programme
- Pay the agreed stipend in line with minimum wage legislation

Partnership and Collaboration

Whilst it is very important that each separate partner is

clear about their specific role and responsibilities in the apprenticeship system, as set out above and enshrined in the apprenticeship contract and commitment statement, the real value added from apprenticeships comes from the quality of relationships that are established between the three main partners, the employer, the training institute and the apprentice. Employers need to have confidence and trust that the training institute they choose to collaborate with will deliver relevant, up to date and high quality technical instruction (off-the-job training) that directly complements and supports the on-the-job training being received in the workplace. Training providers will want to be reassured that employers will stay the course and provide a sufficient number of apprentices in each trade to make their programmes viable. Apprentices will want to get good quality training that is recognised across the industry. Employers and the training institute will be looking for apprentices to have the right attitude, good punctuality and appearance and a willingness to learn.

There are bound to be some problems at the start, especially when employers are new to apprenticeships. They may need help with the paperwork and accessing financial support. They may not be skilled in selection and recruitment and they may need support to choose the right apprenticeship programmes and to support apprentices in their business.

It can take time for apprentices to settle into their new role, especially if they are straight from school. Some may experience difficulties in their life outside work which can cause their attendance and concentration to suffer. A workplace mentor is recommended for each apprentice. Someone they can go to who is not their direct line supervisor. This can be a very rewarding role and a good development opportunity for young aspiring managers.

Regular visits by the training institute, to assess the progress of apprentices in the workplace, should be an essential component of any good apprenticeship programme.

Good and early communications is also vital between the employer and the training institute whenever things do go wrong, so that problems can be nipped in the bud.

Beyond this, evaluation research by the UK Commission for Employment and Skills¹³ has showed that employers who are actively engaged in developing training

13. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/303151/thematic-paper-3-employer-engagement.pdf

programmes are much more likely to establish a long term commitment to apprenticeships than those that are simply users of existing programmes. The report talks about a shift from employer engagement being about asking key employers ‘what do you want?’ to asking them ‘what can you contribute to helping make this idea a success?’, and, not just asking employers ‘will this work?’, but, asking how can we jointly make this work?’

This joint working can include:

- Encouraging training institute staff to see the latest practice in the business
- Training company staff to be mentors
- Loaning or donating equipment and materials to ensure the training institute can ensure apprentices learn on modern tools and machinery that is in current use in the workplace.
- Supporting the training institute by offering master classes and talks
- Providing work placements to full time students who have not yet been taken on as apprentices.
- Working with other similar employers to define standards that set the outcomes required from apprentice training for key skilled jobs in a specific industry sector
- Taking a leadership role in governance of the apprenticeship system.

When things go wrong

Even with the best communication and joint working, there is always a risk that not all apprentices will be successful and not all employers and training institutes will always provide adequate training. Because not everything always works out successfully, the new Act has some clear provisions for termination and redundancy. The good news is that in the UK, these are rarely invoked and recent experience in Pakistan with the Scottish Modern

Apprenticeships pilot has shown a similar pattern here. Very few apprentices left the pilot programme and it was good to see such positive feedback on this cohort of young people.

Termination

Firstly, the new Act is clear that the apprenticeship contract is automatically terminated ‘on completion of the period of apprenticeship’. This is important as it makes clear that employers have no obligation to retain an apprentice at the end of training. In practice, it is expected most will choose to employ their apprentice. In the Scottish Modern Apprenticeship pilot, more than 75per cent of apprentices were retained.

Secondly, apprenticeship contracts can be terminated during training by mutual consent through an exchange of letters sent by post. If there is not consent, the employer or the apprentice can submit a grievance to NAVTTC who make a ruling which will be final.

If the employer is deemed to be at fault, by not meeting the terms of the contract, they will pay the apprentice an amount equalling twice the stipend for the remaining period of the contract.

If the apprentice is at fault, they may be obliged to repay up to three months of the stipend, but this can be waived by the authority if there are genuine grounds or unavoidable circumstances which have compelled the apprentice to leave.

Redundancy

There are no specific redundancy provisions in the new Act, but in the unfortunate case of business or training institution closure, it would normally be expected that the Provincial authority would, through its counselling and support services, support apprentices to transfer their registration to alternative training with the help from employer organisations and other training institutions.



The Journey: Key Steps in Developing an Apprenticeship

Introduction

This chapter is designed to offer a practical guide to the main steps which need to be taken to put in place an apprenticeship programme under the new Act. The steps are shown in the diagram below and are then described in more detail. This is followed by a further section on identifying the right training for the apprentice.

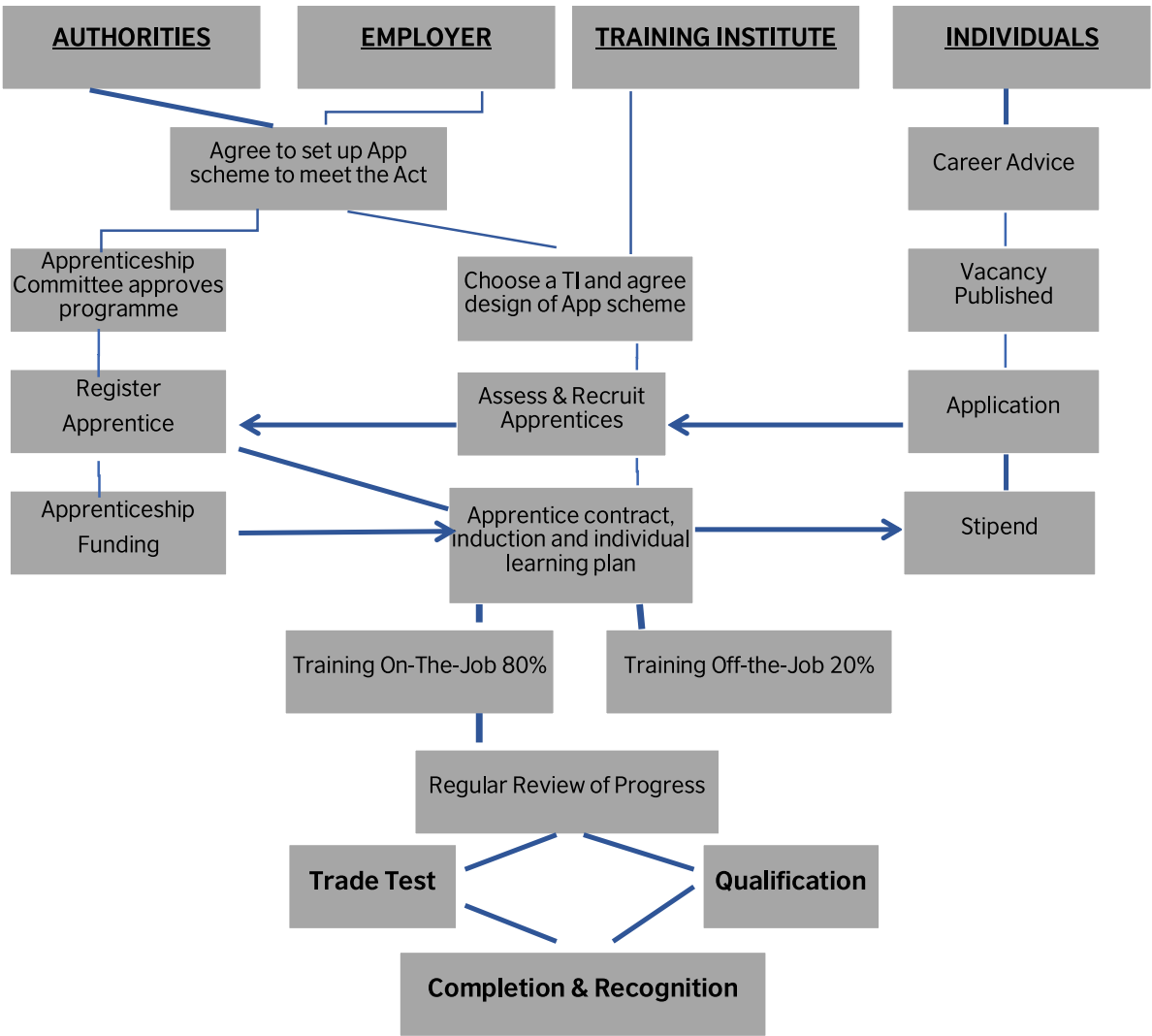


Figure 2: The Apprenticeship Journey

The Key Steps

These are:

- The employer to note the details of the new Act and seek advice from the Authority on establishing an apprenticeship programme including how and when to claim funding.
- The employer to choose a suitable training institute as a provider partner, identify workforce development and skills priorities and develop an appropriate apprenticeship programme with the provider.
- Agree on the training programme and funding arrangements with the Provincial Apprenticeship Committee
- Advertise the vacancy on appropriate websites, identify, test and recruit suitable candidate(s) and sign a contract with them. Example at Annex 1.
- Agree and sign a commitment statement between the employer, training institute and apprentice, setting out the details of the training programme and the responsibilities of each party. Example at Annex 2
- Train the supervisor and mentor who will manage the apprentice
- Provide the apprentice with an induction at the company and the training institute, agree an individual learning plan with the apprentice and commence training, 80per cent on- thejob and 20per cent at the institute or in an in-house training centre or 'corner'.
- Pay the apprentice a wage, stipend and other agreed benefits
- Ensure regular monitoring of the apprentice against their individual learning plan and support them as necessary
- Submit the apprentice for testing and certification
- Complete the apprenticeship and choose whether to offer permanent employment
- Registration of the graduated apprentice as a skilled person

Key steps for the informal sector and small firms

Government recognises that small firms (under 50 employees) and those in the informal sector will need a

simple system with the least possible paperwork if they are to engage with the new apprenticeships. They are also likely to need the most support to help them to formalise their traditional training arrangements and gain benefit from apprenticeships. The plan is therefore to design a simple contract and basic theoretical training programmes for all trades in the informal sector.

NAVTTTC has not finalised the key benefits to be offered to informal employers but the following are being considered:

- Fully sponsored theoretical training for informal sector apprentices .(the Training Institute will be paid by the government for these apprentices)
- Cost-sharing by government to support the on-the-job training component by informal employers
- Payment to informal employers in lieu of apprentices' time-off for theoretical training
- Registration of informal sector apprentices as 'skilled persons' will be the same as regular apprentices in order to include them in the mainstream skilled workforce.

The right training for your apprentice

The length of an apprenticeship will normally vary between one and four years depending on the occupational area and employer's requirements, although shorter apprenticeships are possible in Pakistan.

Apprenticeships in Pakistan are made up of the two core elements shown on the left and centre of the diagram below. These are a National Vocational Qualification or NVQ which recognises skills learned in the workplace andon-the-job, and a Technical Certificate or Diploma which recognises achievement in the technical instruction received off-the-job, usually in a training institute. This technical instruction is designed to complement the NVQ.

There is a third element on the right of the diagram called Functional Skills which provides underpinning skills development in language, maths and IT and soft skills in team working and personal development. These functional skills are regarded as highly important by employers who often say they recruit on attitude and then train in skills". They are not separately certificated in Pakistan but it will be important for employers to understand how they are integrated into apprenticeship programmes.

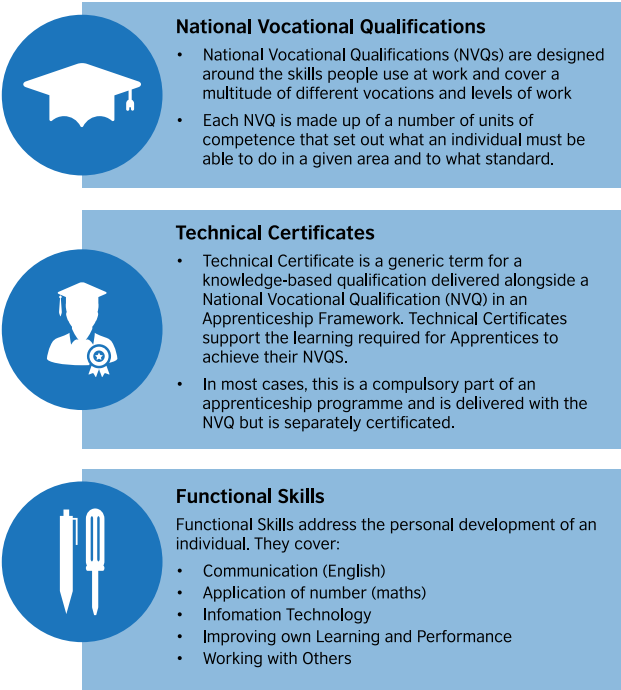


Figure 3: Composition of ‘The Right Training’ in an Ideal Apprenticeship Program

Under the new Apprenticeship Act, it is intended that all training will be to curriculum, standards and assessment models that have been approved nationally as part of the National Vocational Qualifications Framework NVQF. The NVQF began to be developed in 2009 and a document was published in March 2015¹⁴ which summarises the system in some detail. This handbook does not aim to replicate this detailed explanation, but it may be helpful to understand that the purpose is to:

- Bring all vocational and higher qualifications together under a single quality assured national framework, starting with vocational qualifications
- Base all vocational qualifications on competence standards
- Allow multiple pathways to access qualifications including at a training institution, at work/through an apprenticeship and using recognition of prior learning (RPL) / direct assessment of competence for existing workers
- Clearly signal the level of each qualification. This

14. Pakistan NVQF, NAVTTC March 2015 <http://navttc.org/policies.aspx?cat=2>

- defines the relative level of complexity of the competences that make up the qualification (see table below. A fuller description of these levels is at Annex 3)
- Base qualifications on groups of competence standards and to teach knowledge -based qualifications through the accumulation of credits where one credit is equivalent to ten hours of learning.
 - Record credits on an individual Record of Achievement following assessment by Trade Testing Bodies, Boards of Technical Education and the Punjab Vocational Training Council

Table 1: National Vocational Qualification Framework Structure		
NVQF Level	Title of Qualification	Education Sector
Level 8	Doctorate	Higher Education Sector
Level 7	Master (MTech)	
Level 6	Bachelor (BTech, BSc/BA, BSc Engr.	
Level 5	Diploma of Associate Engineering (DAE)	Technical & Vocational Education & Training Sector Covered by NVQF
Level 4	National Vocational Certificate 4	
Level 3	National Vocational Certificate 3	
Level 2	National Vocational Certificate 2	
Level 1	National Vocational Certificate 1	
Level 0	Pre-Vocational Certificate	

Vocational qualifications are developed with support from each sector of industry. There are currently 29 Industry Advisory Groups at national level. These approve Standards of Competence, Curricula and Assessment models for occupations in their sector of the economy.

The following table shows those that are currently available on the NAVTTC website

Table 2: Standards, Curricula and Assessment Models Available			
Sector	Standards	Curricula	Assessment Models
Agriculture	9	10	7
Automobile	2	2	2
Beauty and Care	4	4	3
Ceramics	1	1	1
Construction	8	9	8
Cooperative Voc Training	7	7	0
Energy (renewable)	6	6	4
Energy (non-renewable)	8	8	8
Fashion and Jewellery	3	3	0
Fine Arts	1	1	1
Footwear	1	0	0
Gemstone	2	2	0
Green Skills	3	3	0
Hospitality	7	7	6
ICT	11	12	8
Light Engineering	4	4	4
Textiles	9	9	4
TVET Training	1	0	0

Companies are encouraged to join these national groups or to discuss their requirements with NAVTTC and their Provincial TEVTA if a Standard or Qualification does not currently exist for their area of work.

Forms of Assessment

The detailed arrangements for the assessment system under the new Apprenticeship Act are still being developed, but, are expected to include regular reviews of trainee progress during their period of apprenticeship, the provision of an end test in the workplace and where appropriate, separate certification of theoretical (off-the-job) training which could include national or even

international certification.

Assessment arrangements for each specific apprenticeship are defined by employers and should be set out as part of the appropriate standard for that occupation, (see Table 2 above).

Regular reviews should take place with each apprentice to check they are on track to achieve the Standard for their work. Apprentices should record their progress against the Standard by describing the jobs they have undertaken and the skills they have acquired. This can be through a variety of methods including producing real jobs of work and projects for the company as well as written tests.

An End Test should be a key part of the assessment model. It is designed to independently verify that the apprentice has genuinely acquired the full range of occupational competences set out in the apprenticeship Standard. The test takes place when the employer is satisfied that the apprentice can now work independently across the full range of skills. The test would normally be a real job that the apprentice will need to be able to achieve as a skilled worker and one that allows them to demonstrate all the key skills they will need in the role.¹⁵

Off-the-job training is currently assessed through tests set down by each separate Training Institute. Under the new system, the Standard may separately specify a knowledge/ theory- based examination or national/international qualification to be acquired by each apprentice. In the UK this will include English and Maths examinations and may include qualifications such as City and Guilds or BTEC. It is appreciated that the cost of international qualifications may be prohibitive in Pakistan or only made available to the most gifted students or where international mobility is a key requirement.¹⁶ The Government would welcome views on how best to develop these assessment arrangements.

15. End Testing has recently been introduced in the UK alongside the adoption of new Trailblazer Standards. Up to 20per cent of the cost of the apprenticeship is allocated for this work which has to be delivered by a specially designated end test provider, separate from the training institute that has supported the training of the apprentice. This is to ensure that apprentices genuinely have achieved the right level of competency before they are signed off as skilled workers. A similar final assessment model operates in Germany, managed through panels of employers coordinated by the Chamber of Commerce.

16. Qualifications are no longer a requirement of UK apprenticeships and are increasingly less common now in the UK, with the focus shifting to a single end test.



Case Studies

This chapter provides five case studies to illustrate the range and diversity of good practice already taking place in Pakistan.

Bestway Cement is an excellent example of a large company that established a high quality apprenticeship programme under the previous apprenticeship act. Premier Energy, Anwar Khwaja Industries AKI and Crescent Textile Mills illustrate how a range of companies varying in size, location and industry have gained real benefit from high quality Scottish apprenticeship programmes established with support from the British Council. Aman Tech is a good example of a high quality training institute working closely with employers to achieve excellent job outcomes for its students.

We hope these stories will help inspire employers to take up the new apprenticeship model to enhance business effectiveness and create great new jobs.

Case Study 1 - Bestway Cement

Bestway Cement Limited is Pakistan's largest cement manufacturer and a leading exporter, employing over 3,000 people across the country. Their plants are located at some of the most underdeveloped areas of the country, creating hundreds of jobs for the local community. The company also runs one of the largest apprenticeship programmes in the country, at both technician and graduate level, and hires a majority of its apprentices after successful completion of their training. Their apprenticeships follow a structured approach, addressing individual training needs and preparing trainees for their respective career paths.

Kaiser holds a Master's in Chemistry. He came with two years of teaching experience at a local college when Bestway hired him as a Trainee Chemist in 2016. He, along with 5 other trainee chemists, completed his training at Bestway laboratory and was offered a permanent place as Assistant Manager at their Kallar Kahar plant. All five trainees in his group were hired by Bestway after a rigorous assessment process based on a written exam and interview.

Tehreem Abbas joined Bestway straight out of school as a technician apprentice in the Mechanical Department. After completing three years of training; 20 per cent of which comprised of classroom training at local Technical Institutes in Lahore and Faisalabad; he was

hired by Bestway as Junior Technician. He recalls that his supervisor maintained contact with his teachers at the institute to get updates on his progress and attendance, which motivated him to do well in his classes. Abbas now works at their Packing plant and aims to be a supervisor one day to guide other youngsters like himself to follow suit.

Mubashir carried a Diploma of Associate Engineering (DAE) from the Swedish Institute in Wah Cantt, when he joined the apprenticeship programme at Bestway. His apprenticeship period lasted for 2 years with 6 months of theoretical training. This helped him clarify many previously learned concepts while improving productivity at work. He was then hired as a Technician with the boiler team.

The multiple streams of apprenticeships at Bestway Cement Limited provide ready access to a pool of well-trained human resources; not only for their own expanding business, but also for the wider industrial sector of the country and abroad.

Case Study 2 - Premier Energy

Premier Energy claims to be the fastest growing renewable energy company in Pakistan. They provide turnkey renewable energy solutions that enable their customers to generate clean affordable energy and now have installations in more than 29 cities in Pakistan. Daniyal Siddiqui, who heads up their Pakistan operation, emphasises the importance they place on a 'well trained technical team under the supervision of well qualified engineers based on international standards'.

Daniyal explains that when they used to take new people on, it took between three and five months before they were ready to do a real job in the company. As a new business in a fast moving sector, this just was not working, so he looked for a new solution to skill up his business. He initially partnered with two training institutes and then heard about the apprenticeship pilot being operated through the British Council with Scottish Government support. He visited Scotland to see the Modern Apprenticeship system in action. He was so impressed that he decided to develop his own training under the Scottish model and took on 15 apprentices in Lahore, 11 of whom have been retained by the company. Apprentices joined from a variety of backgrounds. Amjad Ali and Asad

Dawood have been particularly diligent and proactive apprentices with a passion for technical studies.

Amjad Ali had already completed his DAE in Electrical Engineering from home. He started as an apprentice in January 2017, working on solar installations and conducting energy surveys. Amjad recalls, ‘When Daniyal Siddiqui asked about my ambition in life, I answered “I want to be an exemplary electrical engineer who along with personal excellence could create job opportunities for future engineers who were deserving and skilled.” Daniyal realised his potential and mentored Amjad towards his goal. Today, Amjad is pursuing a degree in electrical engineering from the Swedish College of Engineering and Technology in Wah Cantt and he credits Daniyal entirely for pushing him towards his dream.

Asad Dawood also started as an apprentice in January 2017 and was quickly observed to have a ‘Go- Getter Attitude’ and a passion to grow in the solar industry. After rigorous training and coaching, he has become an expert in dealing with technical queries as well as site surveys and customer handling.

Daniyal has been so impressed with the apprenticeship model that he is now looking at the possibility of setting up his own solar installation academy to run a program specific to his sector’s requirements.

Case Study 3 - Aman Tech

Aman Institute for Vocational Training (Aman Tech) is located in the middle of Karachi’s largest industrial area, very close to an equally large deprived area. The institute is committed to addressing the unemployment challenge of Pakistan by providing high quality vocational education, with on-the-job training opportunities that lead to permanent employment.

Skills and learning at Aman Tech are closely aligned with the needs of the local and international labour market. Employers value the high quality of their practical training, sometimes preferring Aman Tech’s certificate holders to those with more theoretical diploma level qualifications. Many Aman Tech graduates end up being hired by the organisations where they have received on-the-job training.

Afroz Ahmed Junejo is one such example who lost his father in his early childhood and was forced to discontinue his education despite having qualified for admission in a local university’s undergraduate programme. While looking

for a job, he came across Aman Tech and got admission in their Mechatronics trade. Aman Tech’s placement department assisted him in securing on-the-job training (OJT) which he successfully completed, leading Junejo to get a good job at Balochistan Wheels as an Assistant Manager.

Moin Tariq is another success story from Aman Tech who was already a diploma holder when he joined Aman Tech’s Mechatronics programme. Aman Tech’s placement office assisted Moin in receiving on-the-job training from General Tyre from where there was no looking back for him. He was hired by the same company and is now working on their Electrical and Mechatronics systems.

Case Study 4 - Anwar Khwaja Industries (Pvt) Ltd. (AKI)

As a 66 years old successful family business - that exports a wide range of top quality sports goods – AKI plays an active role in making apprenticeships a journey towards professional excellence for young workers. The business is based in Sialkot and is one of the leading names in Pakistan’s sports goods industry.

AKI has developed several company experts from its apprentices. Umer Ali is one such example. He joined AKI as a finance apprentice under the Scottish Apprenticeship Program. On successful completion, he was delighted to be offered a full time position as an Assistant Finance Manager. The company has continued to support his further education so he could complete his Masters in Finance with a flexible work schedule. Ali is now a permanent staff member at AKI.

Jalil Dar is another exemplary apprentice at AKI, who joined as a trainee computer operator after completing his high school certification. Benefitting from AKI’s system that encourages ‘quick learners’, he got the opportunity to work with the implementation team of SAP ERP software in the company. This business information system is widely used by businesses in Pakistan and system experts enjoy high demand in the job market. Dar worked diligently on the system’s implementation at AKI and upon completion of his apprenticeship period, he was offered permanent employment with the IT department of the company.

AKI’s management believes that apprenticeships provides a win-win situation for both the employer as well as the apprentices.

Case Study 5 - Crescent Textile Mills (CTM)

CTM is based in Faisalabad and is one of Pakistan’s leading exporters of textile products. CTM is also one of the partners in the Scottish Apprenticeships Programme.

Zarnab Gul and Ali Hussain both joined CTM through this programme. Zarnab is a Textile Engineer from the National Textile University. After graduation, she started working as a Management Trainee at CTM and, during this period, had the opportunity to work in the areas of physical testing, chemical testing and lab dipping. Today, she works in their Quality Control department as an Assistant Manager and credits her apprenticeship for her professional development and success.

Ali Hussain has a degree in mechanical engineering. He says that his education equipped him with knowledge of the latest engineering principles and practices but it was this apprenticeship program that provided him the

opportunity to transform this knowledge into practical application. He considers himself fortunate to have had exposure to different areas like power generation, boiler operation and the mechanical workshop during his apprenticeship period. Additionally, he believes that the training also helped him improve his soft skills such as interpersonal and communication skills. The apprenticeship led Ali towards his current position as Assistant Manager-Workshop at Crescent where he inspires other young people like himself to pursue their professional goals and achieve them.

The new Act 2018 widens the scope of apprenticeships by including graduates like Zarnab and Ali within the ambit of ‘apprenticeship’, providing them with the opportunity for practical experience to improve their employability. It also provides the employers with a longer window to observe and consider a candidate for any long-term roles.



Annexes

Annex 1: Example Training Contract

Annex 1 shows the current example training contract and guidance notes issued by the UK Government for apprenticeships in England and Wales. It is a legal requirement for all apprenticeships that a contract is in place. The Template may be useful for the Pakistan system as the requirements of the new Act are very similar to those in England and Wales. To note, Scotland has a slightly different model which continues to use apprenticeship frameworks rather than Standards.

Apprenticeship Agreement Template¹⁷

An apprenticeship agreement must be in place at the start

of the apprenticeship.

- The purpose of the apprenticeship agreement is to identify:
- the skill, trade or occupation for which the apprentice is being trained;
 - the apprenticeship standard or framework connected to the apprenticeship;
 - the dates during which the apprenticeship is expected to take place; and
 - the amount of off-the-job training that the apprentice is to receive.

Apprenticeship Particulars:	
Apprentice name:	
Skill, trade or occupation for which the apprentice is being trained:	
Relevant apprenticeship standard/ framework and level:	
Place of work (employer):	
Start date of apprenticeship (see note 3):	End date of apprenticeship (see note 3):
Start date of practical period (see note 4):	Estimated end date of practical period (see note 4):
Duration of practical period (see note 4):	Planned amount of off-the-job training (hours) (see notes 9 and 10):
Signatories:	
Apprentice:	Date:
Employer:	Date:

Attached to this document should be a commitment statement. The commitment statement includes what the apprentice, employer and training provider can expect from each other. For example, it will specify the off-the-job training the apprentice will receive.

17. For accompanying notes and details of this Apprenticeship Agreement, see the following link: www.gov.uk/government/publications/apprenticeship-agreement-template

Annex 2: Example of an Apprenticeship Commitment Statement¹⁸

Annex 2 shows an example of an Apprenticeship Commitment Statement which is currently in use in England and Wales. The Commitment Statement is signed alongside the Apprenticeship Agreement at Annex 1. It is a three- way agreement between the employer, the apprentice and the training institute about the detailed arrangements for delivery of the apprenticeship including the content and structure of the training and the responsibilities of each party. It also provides a valuable basis for assessment and review of progress. It may be helpful for employers in Pakistan to incorporate the main elements of this statement into a similar three way agreement, now that off-the-job training is to be a required component of apprenticeship.

SECTION 1 – Core Information					
1.1. Signatories					
	Apprentice	Employer	Line Manager	Training Provider	
Name					
Organisation					
Phone					
Email					
Signature					
Date					

1.2. The Apprenticeship covered by this Commitment Statement					
The Apprenticeship	Level	Name			
Start Date	ddmmyyyy	Planned End Point Assessment Date	mmyy	Planned End Date	mmyyyy

Reviews between the university, employer and apprentice will take place throughout the apprenticeship to discuss progress, review impact, confirm success and identify any actions needed to ensure the success of the apprenticeship.

Review Schedule	Frequency	Attendees	Name Role	Contact phone number Contact Email
Apprentice/ <<Tutor>> Reviews		Training Provider		
Reviews (Employer/ Apprentice/ Provider)		Training Provider		
		Training Provider		

1.4. Further Support and Guidance

Key Processes and Policies	Process	First Point of Contact Name, Role, Email & Phone	Reference Document or Policy
Attendance & Absence	<ul style="list-style-type: none">In the event that you are not able to attend college or join a planned face to face or online live session you must inform << Training Provider role>> as soon as possible after first contacting your employer.	<<Line Manager>> <<Training Provider role>>	
Safeguarding & PREVENT	<ul style="list-style-type: none">You will be briefed about your and the training provider’s responsibilities under our safeguarding and Prevent Policy as part of your induction. must contact the <<role title - safeguarding / prevent lead>>		
Raising Queries & Concerns	<ul style="list-style-type: none">If you have concerns or queries about your apprenticeship delivered by the training provider you should discuss these with <<Training Provider role>>Apprenticeship concerns and enquiries can also be raised with the Governmentt (ESFA) Apprenticeship helpline	<ul style="list-style-type: none">Apprentice-ship queries and concerns should be raised with: << Training Provider role>> .	

18. The above is an extract from the original template. The complete Commitment Statement template can be found at: www.ucem.ac.uk/wp-content/uploads/2017/06/Example-Commitment-Statement-V.2.0.pdf

SECTION 2. Roles and Responsibilities

This section confirms that accountabilities for a successful apprenticeship are shared equally by the employer, apprentice and training provider. The roles and responsibilities are intended to support the apprentice throughout their apprenticeship to successful completion.

2.1. The Apprentice agrees to:

- a. Work with their employer and [training provider role e.g. personal tutor/ mentor] to agree an individual learning plan [Individual Learning Plan/ other document], to achieve their apprenticeship
- b. Manage their own learning, and with support from their employer and [insert training provider role e.g. Personal Tutor], work to meet the targets and timelines needed to complete the apprenticeship by the planned end date
- c. Participate in reviews with the employer and [training provider role] to track progress and success in meeting apprenticeship milestones, and agree any changes needed to the learning plan to address performance or support enhanced learning opportunities
- d. Manage and track attendance and participation to meet the off-the-job learning requirements for this apprenticeship programme
- e. Proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with their employer and [Training Provider role], working with both to implement any action needed

The Employer, both the representative signatory to this agreement and the apprentice’s day to day manager agree to:

- a. Provide a working environment that meets

current health and safety legislation to enable their apprentice to work and learn safely for the duration of the apprenticeship.

- b. Work with their apprentice and the university to agree an individual learning plan [Individual Learning Plan/ other document].
- c. Support the training provider to comply with funding rules and collate evidence to confirm apprentice and apprenticeship eligibility for funding.
- d. Support the apprentice to manage their own learning.
- e. Enable the line manager and/or workplace mentor to support and guide this apprentice to carry out their day to day role and to meet the targets and timelines needed to complete the apprenticeship by the planned end date.
- f. Participate in reviews with the apprentice and training provider, providing evidence and feedback on progress at work and success in meeting apprenticeship milestones
- g. Support their apprentice to track attendance and participation to meet the off-the-job learning requirements for this apprenticeship programme.
- h. Inform the training provider if there are organisational or apprentice circumstance changes that will affect completion of the apprenticeship or change the planned end date.
- i. Proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with the university and apprentice, working to implement any action needed.
- j. Participate in course feedback, impact assessment and evaluation to support the

continuous improvement of the programme for apprentices and employers.

- k. Take opportunities to promote and publicise the successful completion of this apprenticeship and the benefits of the apprenticeship programme.

The Training Provider (and where relevant, manage any appointed subcontractors to) agree to:

- a. Provide a learning environment that meets current health and safety legislation to enable the apprentice to learn safely for the duration of the apprenticeship.
- b. Work with the apprentice and employer to comply with the apprenticeship funding rules, providing an evidence pack that confirms eligibility for funding.
- c. Work with the employer and their apprentice to agree an individual learning plan [Individual Learning Plan/ other document].
- d. Support the apprentice to manage their own learning, by ensuring sufficient resources, support, access to materials in their typical working day to meet the off-the-job requirements of this apprenticeship.
- e. Enable the line manager and/or workplace mentor to support and guide this apprentice,

to carry out their day to day role and to meet the targets and timelines needed to complete the apprenticeship by the planned end date, by providing a clear summary of off-the-job and on- the-job learning needed, contained at Annex A

- f. Lead reviews with the apprentice and employer, providing evidence and feedback on progress to track success in meeting apprenticeship milestones
- g. Track attendance and participation to meet the off-the-job learning requirements for this apprenticeship programme.
- h. Inform the employer if there are changes that will affect completion of the apprenticeship or change the planned end date
- i. Enable employer and apprentice participation in course feedback, impact assessment and evaluation
- j. Take opportunities to promote and publicise impact and success for employer, apprentice and the wider apprenticeship programme.

3. Funding Summary

Sets out the financial contribution made by employers and government to fund this apprenticeship programme.

Funding Summary	Apprenticeship Fund	Employer/ Govt Co-funded	Employer Funded	Govt Funded	Training Provider Funded
Protective Clothing			X		
Equipment			X		
Initial Skills Assessment					X
Apprenticeship Training					
English				X	
Maths				X	
Additional Support					
Exam Registration					
End Point Assessment					
Exam or End Point Re-takes					
Certification					
TOTAL					

Annex 3: Training Institutes approved by NAVTTC

Table: Registered Training Institutes in Pakistan

Province	Public	Private	Total
Punjab	970	702	1672
Sindh	296	421	717
KP	139	558	697
Balochistan	65	86	151
GB	35	139	174
AJK	56	79	135
FATA	42	34	76
ICT	24	94	118
Total	1627	2113	3740

Annex 4: Detailed description of the levels within the NVQF

Levels	Descriptors			
	Knowledge & Understanding	Skills	Responsibility	Qualification Type
Level Prevocational	Limited knowledge or understanding to carry out structured tasks and activities in familiar contexts	Carry out a series of familiar tasks and activities with guidance	With appropriate guidance take responsibility for the outcomes of structured activities	Pre-Vocational Certificate
Level 1	Elementary knowledge of an area of work or study with safety procedures and tools	Limited practical skills required to carry out single-process tasks and solve routine problems using simple rules	Work or study under direct supervision with limited autonomy	NVQF Certificate Level 1
Level 2	Basic knowledge of readily available facts, processes and general theory of an area of work or study	Basic practical skills required to complete tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for prioritising and completing tasks in work or study under indirect supervision with some autonomy and adapt own abilities when solving problems	NVQF Certificate Level 2
Level 3	Broad theoretical knowledge and interpretation of available information in relevant contexts within an area of work or study	Broad range of well-developed mental and practical skills required to plan and complete multi-stage tasks and generate optimum solutions to specific problems in a field of work or study	Plan and manage own work and/or supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	NVQF Certificate Level 3

Level 4	Comprehensive theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	Comprehensive range of mental, technical and practical skills required to complete complex tasks and develop creative solutions to abstract problems	Exercise full responsibility for management and supervision in contexts of work or study activities within well-defined boundaries and where there is unpredictable change Provide inputs to review and develop performance of self and others	NVQF Certificate Level 4
Level 5	Advanced theoretical knowledge with analytical interpretation of an area of work or study and an awareness of the boundaries of that knowledge	Specialist level of mental, technical and practical skills required to complete variable complex tasks and develop innovative solutions to abstract and complex problems in an advanced field of work or study	Carry out planning and development of courses of action with complete accountability Exercise management and supervision in work or study activities where there is unpredictable change Review and develop performance of self and others	NVQF Certificate Level 5

Annex 5: Example of a UK Standard

The Standard shown below is an extract showing the first page of one of a suite of Standards for the UK Hospitality Industry, in this case for a Commis Chef. It usefully illustrates how knowledge, skills and behaviours are combined to achieve competence in the workplace. The full Standard and all other UK Standards are available on line at no cost.¹⁹

Commis chef apprenticeship standard			
A commis chef is the most common starting position in many kitchens and in principal the most junior culinary role. A commis chef prepares food and carries out basic cooking tasks under the supervision of a more senior chef. The primary objective of the commis chef is to learn and understand how to carry out the basic functions in every section of the kitchen. Therefore having the opportunity to experience, consider and value each section with a view to choosing an area where they feel most inspired. The learning journey of any chef will vary considerably from one individual to the next; however it is necessary to understand and have experience in the basics that this role provides in order to progress to any future senior chef role.			
	Knowledge and Understanding (Know It)	Skills (Show It)	Behaviours (Live It)
Culinary	Identify the factors which influence the types of dishes and menus offered by the business	Contribute to reviewing and refreshing menus in line with business and customer requirements	Show enthusiasm for keeping up to date with business and industry trends
	Recognise how technology supports the development and production of dishes and menu items in own kitchen	Use available technology in line with business procedures and guidelines to achieve the best result	Use technology and equipment in line with training
	Recognise the importance of checking food stocks and keeping the storage areas in good order, know the procedures to carry out and how to deal with identified shortages and food close to expiry date	Check food stocks, report on shortages, prioritise food that is close to expiry and keep the storage areas in good order	Has the confidence to promptly deal with sub-standard ingredients, or those nearing their sell by date
	Know how to undertake set up, preparation and cleaning tasks to standard whilst working in a challenging, time-bound environment	Work methodically to prioritise tasks, ensuring they are completed at the right moment and to the required standard	Demonstrate the ability to identify when tasks are not going to plan and has the confidence to request support when needed
	Identify correct ingredients and portion sizes for each dish in line with recipe specifications	Measure dish ingredients and portion sizes accurately	Pay attention to detail and work consistently to achieve standards
	Identify the principles of basic food preparation and cooking; taste; allergens; diet and nutrition	Demonstrate a range of craft preparation and basic cooking skills and techniques to prepare, produce and present dishes and menu items in line with business requirements	Show commitment to developing skills and knowledge; trying out new ingredients and dishes; practicing and reflecting on different preparation and cooking techniques
	Identify commonly used knives and kitchen equipment and their specific function	Use correct knives and knife skills when preparing food and use the correct equipment when preparing, cooking and presenting food	Demonstrate care and attention when using knives and equipment
	Recognise and understand sources and quality points of common food groups and commodities	Correctly store and use food commodities when preparing dishes	Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail
	Identify traditional cuts of, and basic preparation methods for, meat, poultry, fish and vegetables	Apply correct preparation and selection methods when using meat, poultry, fish and vegetables in dishes	Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes
Food Safety	Recognise the impact of seasonality on the availability, quality and price of ingredients	Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification	Has an appreciation of ingredients
	Identify the personal hygiene standards, food safety practices and procedures required, understand the importance of following them and consequences of failing to meet them	Maintain a clean and hygienic kitchen environment at all times, complete kitchen documentation as required	Demonstrate high personal hygiene standards
	Know how to store, prepare and cook ingredients to maintain quality, in line with food safety legislation	Store, prepare and cook ingredients correctly to deliver a quality product that is safe for the consumer	Follow safe working practices when storing, preparing and cooking ingredients to maintain their quality and safety

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19. Link to Apprenticeship Standards and Assessment in the UK: www.instituteforapprenticeships.org/apprenticeship-standards/

For further information please visit:
www.britishcouncil.pk