

# Research on Vocational Education and Training under the National Vocational Qualification Framework in Pakistan

Yu Yao

*Department of Business Administration, Shandong Vocational College of Industry, Zibo 255000, China*

**Abstract:** *The qualification framework enjoys a long history among western countries. Since New Zealand established the first national qualification framework in the world in the 1990s, nearly 200 countries have established a qualification framework which is in line with their national conditions with a complete system. The qualifications framework covers general education, vocational education, training and continuing education, which provides learners with lifelong learning and personalized learning opportunities. It aims to build a lifelong learning framework with mutual recognition of academic background and certificate and the connection of various education and training. It is an important way for countries to establish lifelong learning society, and also an important measure to promote economic development and modern vocational education system reform. Pakistan, as a crucial partner in the the Belt and Road, has implemented vocational education reform based on National Vocational Qualifications Framework, which aims at improving the quality of education and training, national occupation quality and equal educational opportunity. Therefore, the research on Pakistan's National Vocational Qualifications Framework will help to promote the construction of Credit Bank, "I + X" Certificate System and talent training along the Belt and Road in China.*

**Keywords:** *Vocational Education; National Vocational Qualifications Framework; Pakistan*

## 1. Introduction

In geography, Pakistan is located in the northwest of the South Asian subcontinent, the intersection of Central Asia, China, the Middle East and India. It borders on the Arabian Sea in the south, India in the East, the people's Republic of China in the northeast, Afghanistan in the northwest and Iran in the West. The Islamic Republic of Pakistan is a big South Asian country composed of multi culture, religion, nationality and language.

Pakistan covers an area of 796095 km<sup>2</sup> with its administrative divisions including four provinces, one federal territory and two special zones of Kashmir: Baluchistan, Peshawar, Punjab, Sindh. In the capital region of Islamabad, Pakistan controlled Kashmir is divided into northern region (Kyrgyzstan) and free Kashmir (Muzaffarabad). In the country, Urdu and English are the official languages, and each province has its own national language. For example, Punjabi is the national language mainly used in Punjabi province of Pakistan. More than 95% of the residents believe in Islam, which is a multi-ethnic Islamic country.

By 2021, Pakistan ranks sixth in terms of population in the world, with a total population of 210 million. Its population growth rate is second only to the highest of Africa and the highest in Asia. In recent years, the population growth rate is about 2%. It is predicted that the population will reach 400 million by the year of 2050, of which about 100 million live in rural areas of the country. The number of young people in China has reached a historical peak, becoming one of the youngest countries in the world. About 60% of Pakistanis are under the age of 30, and the proportion of the population is mainly young and middle-aged. It is estimated that Karachi, Pakistan's largest city, will become the third largest city in the world in 2050, and a mega city with a population of 30 million.

Among many Asian countries, the Pakistan government's investment in education and human capital policies has increased slowly over the past 60 years. Due to the government's long-term neglect of technical and vocational education, people focus all their energy on general education. In terms of volume, vocational and technical education and training only occupy a very small part of Pakistan's education system. In view of the rapid growth of the youth population in Pakistan in recent years, it is predicted that in the next 30 years, the number of young people under the age of 30 will reach about

two thirds. Domestic educators believe that vocational and technical education and training is one of the important ways to solve the employment of local youth and cultivate high-quality labor force for dynamic economic development. In order to break this deadlock, the Pakistan government has implemented drastic reforms in vocational and technical education and training, made important progress, and greatly promoted the development of vocational and technical education and training. The government has made a breakthrough in introducing private enterprises into the development of vocational and technical education and training. A large number of vocational and technical education and training institutions and colleges have emerged throughout the country. The quality of vocational and technical education and training has been greatly improved, forming a new pattern in which the national public sector and private enterprises coexist. At the same time, the government has increased investment in teachers, teaching equipments, teaching resources and other hardware to promote the teaching reform of technical and vocational education, so as to improve teachers' teaching ability.

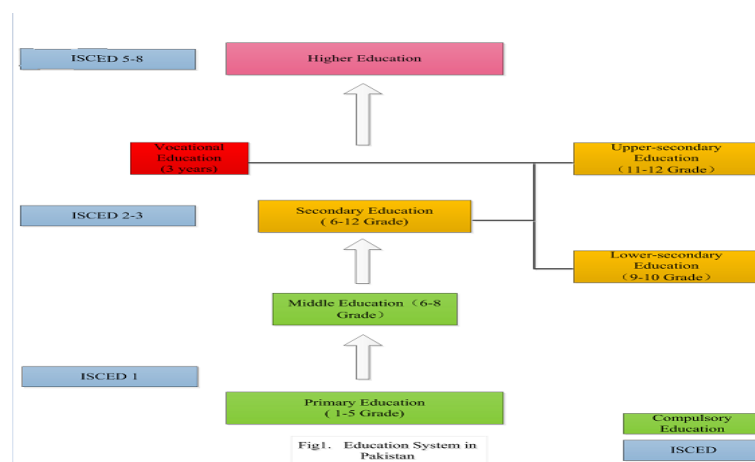
## 2. Literature Review

### 2.1. Literature Review Abroad

After screening and combing the literature in line with the research direction, it is found that there are few directly related literature and no special literature, but there are many indirect studies, which are enough to support this study. This paper classifies the relevant literature, discusses Pakistan's demand for vocational education and vocational qualification under the National Vocational Qualification Framework and foreign cooperation, and mainly analyzes the literature from four aspects: overview of Pakistan's vocational education and vocational qualification, current demand situation, national vocational qualification framework and foreign cooperation and exchange.

#### 2.1.1. General Introduction

Dr. rafaqat Ali Akbar (2015), Tushar Agrawal (2016), Asif Ali Rahman (2019) and Robert Hunter (2020) respectively discussed Pakistan's education system (see Figure 1) and vocational education system (see Figure 2). Vocational and technical education and training in Pakistan take a variety of forms, ranging from informal apprenticeships, secondary school skills certificates to diploma courses ranging from 1 to 3 years, and the completion of the 10 + 3 program at the intermediate level of secondary education. Pakistan has a national vocational and technical training commission (hereinafter referred to as navtc) and Provincial Vocational Education and technical training bureaus (hereinafter referred to as tevtta). The national vocational education and vocational training system is divided into three sub categories: pre service education / school education, technical and vocational education and training, and higher engineering and technical education. Industry certificates, assistant engineer diplomas and master's degree engineer diplomas are issued successively. It can be seen that Pakistan has established a complete vocational education and training system.



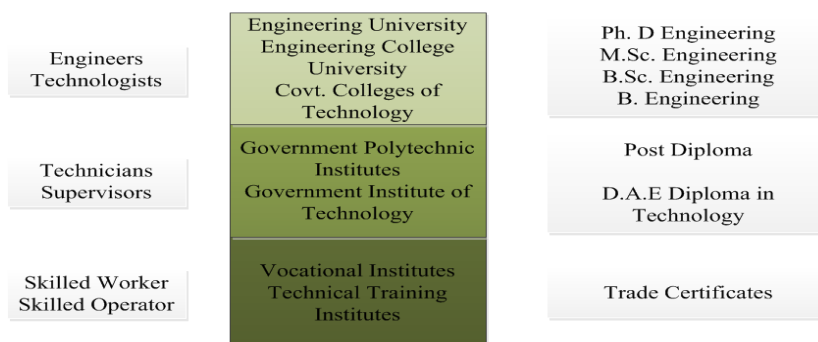


Fig 2 TVET sub-system of the Pakistan educational system

### 2.1.2. Current Situation of Vocational Education and Qualification Demand in Pakistan

In terms of national vocational education satisfaction, only 58% of vocational education institutions are satisfied, 23% are partially satisfied and about 10% are not satisfied, which also shows that the quality of domestic human resources development is low, and it is urgent to build world-class vocational education courses, promote employment. There is a mismatch between supply and demand between industry skill cognition, domestic labor market demand and vocational and technical education system, so as to improve the situation of vocational education and training. In terms of employment demand in the international market, taking the "China Pakistan Economic Corridor" as an example, a large number of Vocational and technical personnel are needed in electrical, civil, transportation and communication engineering. At present, 17% of the training capacity of Vocational Education in Pakistan obviously can not meet this gap (Ghulam Shabir 2015; Rashid Aftab 2016; Sayed Asghar 2017; Santosh Mehrotra 2017). In rural areas and war-torn areas, the situation of vocational education is even more worrying. Women's participation in vocational education is also limited: in Vocational Education in the public and private sectors, 27 industries are designed for vocational education and training for men, while only 18 industries are designed for sex (Santosh Mehrotra, 2017; Shabana Saleem 2018; Khudejha Asghar 201).

### 2.1.3. National Vocational Qualification Framework in Pakistan

In view of the fact that the domestic vocational education cannot meet the needs of the industry for skilled talents, the government began to implement the vocational education reform in 2015: the National Vocational Qualification Framework, establish a credit rating system for qualifications, certificates and academic qualifications, and determine the grade classification and appropriate evaluation procedures equivalent to general education, Recognize the individual's previous learning achievements and provide a way to go from middle school to college. NVQF includes eight levels of qualification, which requires a high school diploma in advance. Finally, the provincial qualification assessment committee, industry testing committee or other certified assessors conduct skill assessment according to national competency standards. Only formally registered qualification certificates can use the name "country" in the qualification title. The qualification title must also include type (certificate or diploma) and occupation, for example, National Vocational Certificate Level 1 in the hotel industry. It is a competency centered qualification, which is based on the qualifications obtained by learners and proves that they have the ability and skills to solve problems encountered at work. No matter where and how learners acquire skills, knowledge and abilities, they can be recognized in nvqf. The system clearly shows what learners must know or can do, and details the conditions from one level to another in the framework. Nvqf helps to promote the birth of new qualifications and expand the range of participants. (Shahid M 2018; Syed Abir Hassan Naqvi 2019; Gouhar Pirzada 2020; A. L. Opoola 2020)

## 2.2. Literature Review in Domestic

In Pakistan's vocational education research, the main direction is to study Pakistan's national vocational qualification framework. Xie Qingsong (2019), Zhao Xun and Zhang Lingyan (2020) respectively discussed the historical background, establishment process, framework system of Pakistan's national vocational qualification framework and its enlightenment and reference to China's vocational qualification framework. In order to cope with the severe situation of the country's urgent need for skilled talents and improve the professional quality of the labor force, the Pakistani government has issued the draft national technical action plan through the national vocational and

technical training commission (hereinafter referred to as the vocational Commission) since 2009, and has successively adopted a series of reform methods, including opening the vocational education reform plan Through the national vocational and technical training Commission Act (2011), formulate the original framework of vocational qualification framework, etc. In 2015 and 2017, the vocational Committee launched two versions of the implementation plan of the national vocational qualification framework, setting off a wave of integration of vocational education and qualification certificates throughout the country.

Wang Hui and Zhai Fengjie (2019) discussed the problems and strategies of China Pakistani vocational education cooperation. Under the current huge construction of "The Belt and Road and Five Links", we should overcome the differences between the two countries in vocational education and improve their prejudice towards occupation education. Build China Pakistan vocational education institutions and curriculum system, and promote the high-quality integrated development of vocational education.

Zhou Mingxing (2018), Wang Zhen (2020) and Liu Fei (2017) respectively discussed the construction and effectiveness of Pakistan's "Luban workshop" in their articles and master's thesis. In the background of one of the "one belt, one road" advocated by Tianjin, Luban put forward the concept of "Luban workshop" in 2016. Pakistan Luban workshop was established in 2018 to serve the training of professional application-oriented talents in electromechanical and electrical fields in the "China Pakistan Economic Corridor". Pakistani students in Luban workshop will receive three-year specialized vocational training, vocational education and enterprise internship. After passing the examination, they will obtain G3 skill certificate and Chinese Diploma in Pakistan's national vocational qualification framework, which fully realizes the mutual flow of skilled talents. They are also the talents competed for by more than 10 large Chinese and Pakistani enterprises in the "China Pakistan Economic Corridor".

Zhao Xun (2020) wrote in the article that Pakistan, through active cooperation with Germany, has launched the "debape vocational education and training plan" to develop its own vocational education. In 2013, the first batch of cooperation projects were started in Karachi, the largest city in Pakistan, with the participation of 10 large German and Pakistani enterprises. Then the training program was launched in Lahore, the second largest city in Pakistan, with 50 companies and vocational colleges invited to participate. By 2016, a total of 150 enterprises and colleges had participated in the program, involving a number of professional skills industries.

Ancient Chinese literature search shows one belt, one road occupation and the other is the research on the occupation education in Pakistan. Neither the depth nor breadth of the research can be compared with the research on Vocational Education in other western countries.

### **3. Pakistan's National Vocational Qualification Framework and its Significance**

The goal of the national vocational qualification framework is to provide an integrated channel for Vocational and technical education and training from the level of the national qualification framework (Hereinafter referred to as NVQF, see Figure 3) the pre vocational education stage, i.e. level 0, in the national vocational qualification framework aims to make the target trainees meet the basic requirements of Vocational and technical education and training, and these personnel basically belong to the people who have never or rarely received formal education. Levels 1 to 5 from qualification certificate to Diploma in the national vocational qualification framework are the formal way to enter higher academic education from vocational and technical education and training.

Pakistan National Vocational Qualification Framework		
Sector	Level	Descriptor
Higher Education	8	Doctorate
	7	Master
	6	Bachelor
	5	Diploma
TVET	4	National Vocational Certificate
	3	
	2	
	1	

**Fig. 3 Pakistan National Vocational Qualification Framework**

Each level in the national vocational qualification framework has the ability requirements to enter this level. In this framework, five interactive systems are integrated, including qualification R & D system, evaluation and delivery system, training provision system, national skill certification system and national quality assurance system. These five systems guide and integrate with each other. With appropriate national coordination, they will fully ensure the realization of the objectives of the national vocational qualification framework.

The vocational and technical qualification system established at the national level of Pakistan's national vocational qualification framework aims to make a qualitative leap in the quality of Vocational and technical education and training in Pakistan and meet the vocational needs of various industries. This framework can provide guidelines for national vocational education policies and vocational qualification classification; Introduce the promotion channels of the same level and the upper level into the vocational and technical education and training system; Obtain national and international vocational qualification certification through credit accumulation. This framework has complete policies, procedures and management structure to ensure the following objectives:

- 1). Improve the quality of Vocational and technical education and training by clarifying the level of vocational qualification and creating a transparent and fair environment for employers in terms of applicant qualification.
- 2). Ensure a high degree of consistency between vocational qualifications, training programs and job market needs.
- 3). Build a structured national framework for mutual recognition of Vocational and technical learning achievements according to the levels and characteristics of all levels in the framework
- 4). Clarify the characteristics of vocational qualifications at all levels, the value of vocational qualifications and the relationship between vocational qualifications.
- 5). Within the vocational qualification system, the vocational skills of the whole people shall be improved by expanding the promotion channels of vocational qualification and promoting the accumulation and conversion of credits, so as to realize the horizontal and vertical flow of talents at all levels within the framework.
- 6). Within the framework, establish a recognition mechanism for learners' previous learning achievements and fully recognize their mastered skills.
- 7). Enhance the credibility, scalability and recognition of the national vocational qualification framework at the national and international levels, so as to realize the international community's recognition of Pakistan's vocational qualifications.
- 8). Establish a comprehensive and effective quality assurance system to ensure the quality of vocational qualifications, training projects, evaluation programmes and mutual recognition of qualifications, and improve the effectiveness and credibility of this framework through the above methods.
- 9). Encourage standardized new ways of Vocational and technical education and training.

#### 4. Vocational and Technical Education and Training Demands under the National Vocational Qualification Framework in Pakistan

Pakistan's 2018-2019 labor force survey shows that there are about 54 million workers in Pakistan, of which 50 million are employed, about 35 million are in rural areas and 4 million are unemployed. Over the years, the gender gap in employment has narrowed considerably. Over the past two decades, the male unemployment rate has shown an upward trend, while the female unemployment rate has decreased slightly. Only 39% of China's population participate in social production and labor. Among the employed, women account for only 6%, and men account for the vast majority, which fully reflects the sharp contradiction of women's employment in China. Among the unemployed, only 7% of the population strive to find a job, and the remaining 93% have no intention of employment. In terms of education, the number of young people who have completed high school education accounts for only 16.3% of the total population. As a result, more than 75% of young people drop out of school without receiving any basic skills training or life skills training. In addition, it is reported that only 5% of young people master skills training through vocational and technical education and training, while only 2.5% have received on-the-job training. The vast majority of young people in Pakistan have not received formal education or skills training, and few have received both at the same time. Therefore, it is very important to complete the vocational and technical education and training for teenagers according to the existing vocational qualifications in the national vocational qualification framework, which will help to solve the employment problem in our country.

Vocational and technical education and training in Pakistan take various forms, including apprenticeship based on industry needs and non academic education, 1-2-year secondary skill certificate training program, diploma course and 3-year vocational and technical education, i.e. 10 + 3 program, which can continue to study only after obtaining the secondary secondary education diploma. The most common is the 10 + 3 Diploma in nursing and the diploma of Assistant Engineer (DAE). After completing 3 years of Vocational and technical education, students can study for the corresponding Bachelor of technology degree.

According to the data released by Pakistan's national vocational and technical training commission 2020 (Figure 4), from 2019 to 2020, there were about 3600 vocational and technical schools in Pakistan, enrolling more than 300000 students, mainly from the big cities in the populous provinces of Punjab and Sindh. Compared with the number of 3 million young people who enter the job market every year, the number of annual training in Vocational and technical education and training accounts for less than 15%, forming a huge gap of high-quality young labor force, which also shows that the young labor force generally has not received formal training.

The needs of various industries in Vocational and technical education and training issued by the national vocational and technical training commission of Pakistan (Public & private sector, 2019-2020) (Figure 5) and the list of majors of the most popular Vocational Colleges in all provinces (2019-2020) (Figure 6) respectively show the demand types and labor demand of Pakistan's Vocational and technical education and training industry from 2019 to 2020, as well as the most popular professional types of Vocational Colleges under the background of different development situations in all provinces. Figure 5 and Figure 6 involve 9 industries, including electrical industry, manufacturing industry, machinery industry, transportation industry, art, agriculture, construction industry, computer industry and logistics industry. In Figure 5, the most popular occupation is electrician, which is consistent with the electrical specialty with the highest frequency in Figure 6.

Enrolment in Technical and Vocational Institutions by Province, Type and Gender (2019-2020)											
Province/Region	Type	Institution				Enrolment			Teacher		
		Male	Female	Mixed	Total	Male	Female	Total	Male	Female	Total
Punjab	Technical	256	247	161	664	49,054	3,995	53,049	4,013	2,290	6,303
	Vocational	415	538	200	1,006	62,019	55,677	117,701	2,471	285	2,756
	Total	671	785	361	1,670	111,073	59,677	170,750	6,484	2,575	9,059
Sindh	Technical	59	18	115	192	39,571	18,002	57,573	1,511	625	2,136
	Vocational	138	194	79	411	12,567	8,941	21,508	589	245	834
	Total	197	212	194	603	52,138	26,943	79,081	2,100	870	2,970
KPK	Technical	26	6	2	34	2,785	2,204	4,989	1,987	50	2,037
	Vocational	496	139	35	670	21,977	8,856	26,781	502	93	595
	Total	522	145	37	704	24,762	10,460	31,770	2,489	143	2,632
Balochistan	Technical	9	2	0	11	1,221	567	1,788	171	32	203
	Vocational	48	58	18	124	1,324	647	1,971	98	82	180
	Total	57	60	18	135	2,545	1,214	3,759	269	114	383
GB	Technical	5	0	3	8	1,408	32	1,440	190	0	190
	Vocational	23	124	23	170	2,654	7,018	9,672	416	185	601
	Total	28	124	26	178	4,062	7,050	11,112	606	185	791
AJK	Technical	9	0	5	14	1,425	0	1,425	247	26	273
	Vocational	31	70	11	112	3,400	3,256	6,656	341	121	462
	Total	40	67	12	114	5,166	3,405	8,571	588	147	735
FATA	Technical	10	0	0	10	1,125	0	1,125	248	0	248
	Vocational	14	41	0	55	1,276	1,102	2,378	67	88	155
	Total	24	41	0	65	2,401	1,102	3,503	315	88	403
ICT	Technical	7	8	5	20	621	321	942	325	98	423
	Vocational	21	69	8	98	777	1,941	2,718	597	164	761
	Total	28	77	13	118	1,398	2,262	3,660	922	262	1,184
Pakistan	Technical	381	281	291	953	97,210	25,121	122,331	8,692	3,121	11,813
	Vocational	1,186	1,233	374	2,646	105,994	86,843	189,385	5,081	1,263	6,344
	Total	1,567	1,514	665	3,599	203,204	111,964	311,716	13,773	4,384	18,157

Source: NAVTEC 2020, Islamabad.

Figure 4 Enrolment in Technical and Vocational Institutions by Province, Type and Gender (2019-2020)

On March 8, 2021, Pakistan National Vocational and technical training Commission promulgated the latest Pakistan National Vocational Qualification Framework hierarchy (Figure 7), covering 68 categories, including new media, printing, jewelry, information technology, sales, artificial intelligence, energy, electricity, communication, machinery, medical treatment, manufacturing, agriculture, animal husbandry, housekeeping, chef, logistics, service Clothing design, automobile maintenance, food processing and other industries, including all 9 industries involved in Figure 5 and Figure 6. The highest existing level in this system is level 5, and levels 6-8 need to be established. Taking the electrician in Figure 5 as an example, a total of 10 entries are retrieved by searching for "electrician" in this system, all of which are under the entry of electrical technology vocational certificate, but the detailed small directions are distinguished. There are 6 small directions(See Fig. 8), including construction electrician (Level 4 in total), general electrician (Level 1), industrial electrician (Level 1), PLC electrician (Level 1) Automotive electrician (Level 2 in total) and assistant electrician (Level 1). Electrician training requirements in different directions and at different levels are different. Vocational and technical education and training at all levels need to focus on providing teaching and training, or combine with different majors, such as construction and electrician knowledge, automobile and electrician knowledge, so that trainees can obtain grade qualification certificates in response direction.

Demand of Various Trades in Vocational and Technical Education and Training (Public & Private Sector, 2019-2020)				
Trade	Local	Overseas	POEPA	Total
Electrician	3,896	1,081	77,038	82,015
Mechanic	3,138	5,316	36,228	44,682
Mason	104	2,945	36,170	39,219
Steel Fabricator	309	16,900	15,854	33,063
HTV Driver	84	32,070	-	32,154
Carpenter	657	919	20,820	22,396
Driver	1,089	507	19,890	21,486
Agricultural Field Assistant	10	30	18,069	18,109
Plumber	565	3,380	12,090	16,035
Machine Operator	711	1,579	11,288	13,578
Painter	252	745	12,046	13,043
Welder	400	1,628	10,643	12,671
Office Management	876	259	11,075	12,210
DBA	92	14	11,745	11,851
Fitter	322	5	10,052	10,379
Operator Heavy Machinery	12	10,158	-	10,170
Other Trades	41	7,700	-	103,699
G. Total	12,558	85,236	303,008	469,760

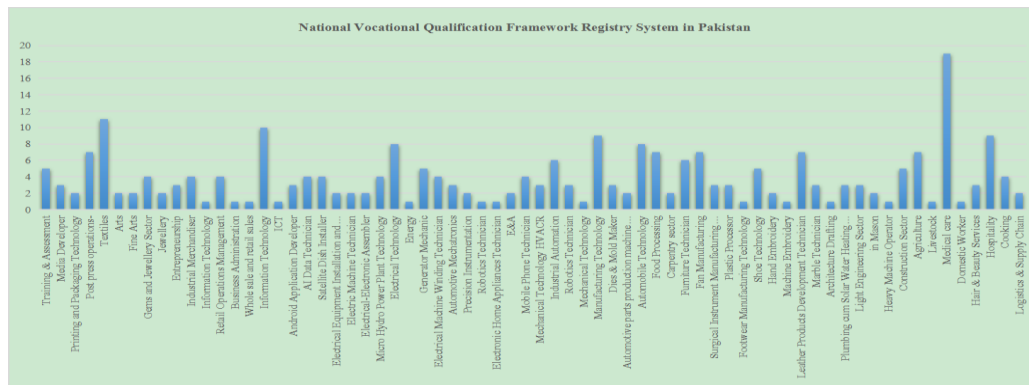
Source: NAVTEC 2020, Islamabad

Fig. 5 Demand of Various Trades in Vocational and Technical Education and Training (Public & Private Sector, 2019-2020)

List of the Most Popular Majors of Vocational Colleges by Provinces (2019-2020)					
Panjab	Computer Application	Electrical Engineering			
Sindh	Electrician	Tailoring	AutoCAD		
KPK	Computer Application	Electrical Engineering	Tailoring	Rural Poultry	Information Technology
Baluchistan	Computer Application	Welding	Electrical Engineering	Motor Winding Technology	
Gilgit Baltistan	Tailoring	Computer Application	Embroidery	Electrical Engineering	
AJK	Computer Application	AutoCAD	Tailoring	IT	
FATA	English Speaking Skills	Tailoring	DIT	Electrical Engineering	
ICT	Basic Computer Skills	Tailoring	Dress Making		

Source: NAVTEC 2020, Islamabad

Fig. 6 List of the Most Popular Majors of Vocational Colleges by Provinces (2019-2020)



Source: NAVTEC 08. March 2021, Islamabad

Fig 7 National Vocational Qualification Framework Registry System in Pakistan

National Vocational Qualification Registry No.	Level
0713E&E13	National Vocational Certificate Level 1 in Electrical Technology (Building Electrician)-Solar PV System Technician
0713E&E14	National Vocational Certificate Level 2 in Electrical Technology (Building Electrician)-Solar PV System Technician
0713E&E15	National Vocational Certificate Level 3 in Electrical Technology (Building Electrician)-Solar PV System Technician
0713E&E16A	National Vocational Certificate Level 4 in Electrical Technology (Building Electrician)-Solar PV System Technician
0713E&E21	National Vocational Certificate Level 4 in Electrical Technology (PLC Electrician)
0713E&E22	National Vocational Certificate Level 3 in Electrical Technology (Industrial Electrician)
0713E&E23	National Vocational Certificate Level 2 in Electrical Technology (General Electrician)
0716MSA04	National Vocational Certificate Level 2 in Automobile Technology (Auto Electrician)
0716MSA05	National Vocational Certificate Level 3 in Automobile Technology (Auto Electrician)
0722FMT012	National Vocational Certificate Level 2 in Fan Manufacturing (Assistant Electrician)

Source: NAVTEC 08. March 2021, Islamabad

Fig 8 National Vocational Qualification Framework Registry System about Electrician in Pakistan



For example, Shandong Polytechnic Vocational College held a seminar on "intelligent power supply and distribution technology" of Pakistan infinity Engineering College in 2019, which was mainly led by the team of teachers majoring in electrical automation technology of the school of electrical engineering of the college, and carried out project training in power supply and distribution projects and Siemens advanced automation. This major is the demonstration major of teaching reform in Shandong Province, the pilot major of national modern apprenticeship system, the backbone major of the construction of skilled famous schools in Shandong Province, the core major of Mechatronics major group, the key construction major of high-quality schools in Shandong Province, and the characteristic major of the college. The survey found that the level items in Pakistan's national vocational qualification framework were ignored in the training in 2019, but the training overlapped with the vocational skill requirements of National Electrical Technology Vocational Certificate Level III (industrial electrician), It is helpful for the students to obtain the National Electrical Technology Vocational Certificate Level III (industrial electrician) Certificate in Pakistan after the completion of the seminar.

Introducing the national vocational qualification framework into vocational and technical education and training and refining vocational skills according to standards will help break through the constraints of learning time and place and establish a lifelong learning system based on mastering vocational skills. Through the establishment of the national vocational qualification framework, it is helpful to reform the outdated talent training scheme of Vocational and technical education and training, create a new talent training scheme that meets the requirements of education and market supply and demand according to the needs of industry enterprises and the grade standard of the national vocational qualification framework, and do the supply side reform of talent training to make it perfectly in line with the needs of the industry. At the same time, it also provides the most basic guidance for Pakistan when seeking foreign training assistance or international cooperation and exchange: focus on learning vocational skills with foreign advantages in combination with domestic needs and outstanding specialties of foreign training. Strive to make the trainees master the response level skills under the qualification framework after short-term training, so as to add a guarantee to the employment of domestic youth.

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