

From Skills to Enterprise:

A Dialogue on Empowering Women in Pakistan's Vocational Economy

Report By: Change Mechanics Pvt. Ltd.

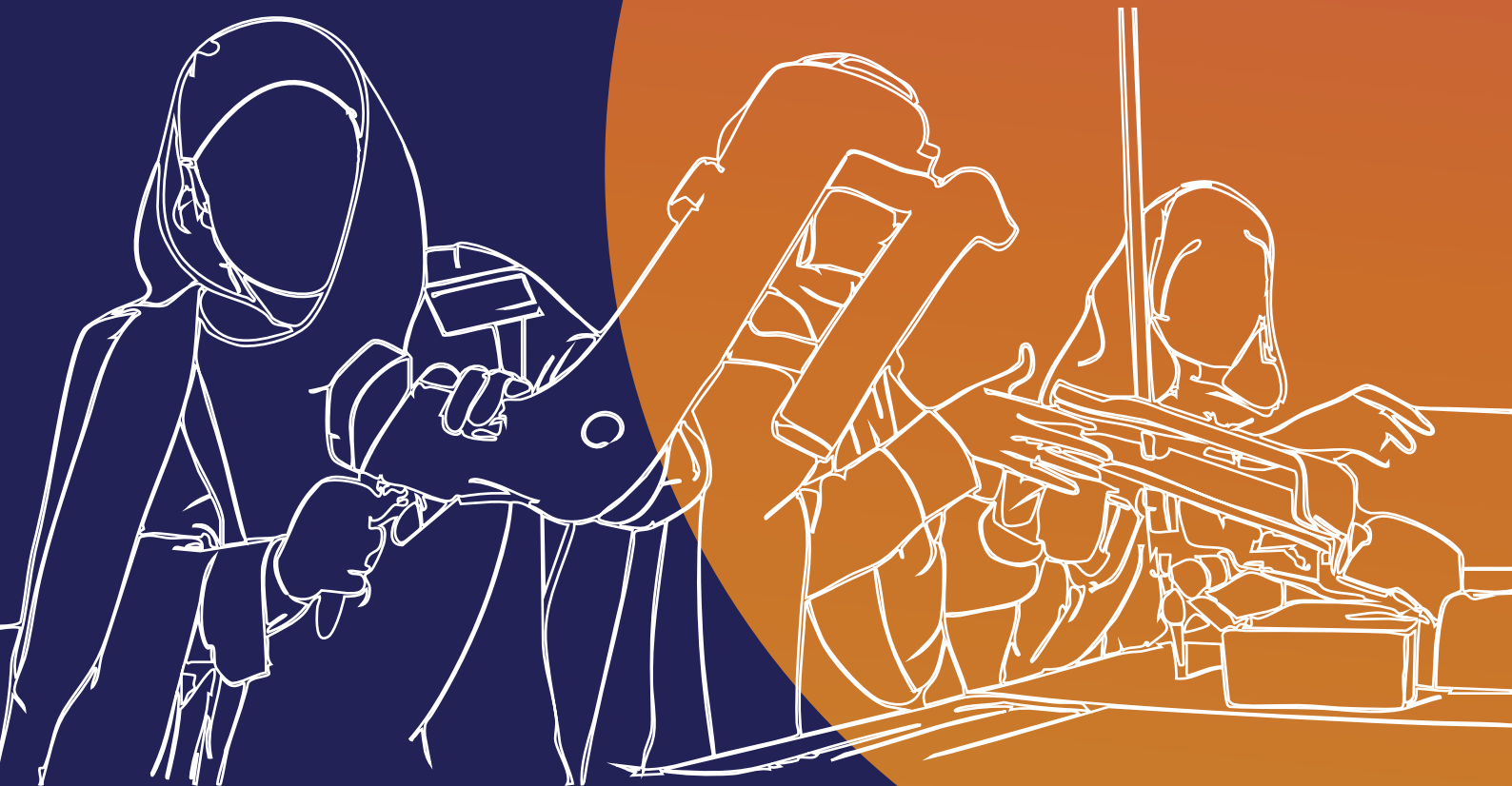


Table of Contents

A Dialogue on Empowering Women in Pakistan’s Vocational Economy	03
Strategic Imperative: The State of the Vocational Economy	03
The Rationale for Dialogue	03
A Cohesive Vision for Masawaat (Equity)	03
Diagnostic: Analyzing the “Leaky Pipeline”	05
Institutional & Regulatory Misalignment	05
Labor Market Barriers & Integration Gaps	06
Socio-Economic & Agency-Based Constraints	07
Recommendations for Cohesive Reform	08
Industry-Led Governance & Institutional DNA	08
Workforce Readiness & Workforce Identity	10
Entrepreneurship & Financial Inclusion	10
Financing & Digital Sustainability	11
More questions to follow from Industry Experts and Stakeholders	12
Stakeholder Action Matrix	13
Insight Circle	14
References	15
About Us	16
Our Partners	16

Report by: *Change Mechanics Pvt Ltd.*

Final Edit: *Mehar Alam* (Head of Projects and Comms)

Compilation Support: *Mominah Junaid* (WECON Project Associate)

Design by: *Rameesha Numan* (Creative Media Designer)

From Skills to Enterprise: A Dialogue on Empowering Women in Pakistan's Vocational Economy

Strategic Imperative: The State of the Vocational Economy

Pakistan currently stands at a decisive economic crossroads. The sustainable advancement of the national economy is inextricably linked to the empowerment of its youth, with the economic integration of women serving as the primary catalyst for inclusive growth. While the **Technical and Vocational Education and Training (TVET)** sector has successfully expanded its reach, producing an increasing cohort of skilled female graduates, a profound systemic disconnect persists. This *"leaky pipeline"* ensures that, despite technical proficiency, thousands of women—particularly in remote and underserved regions—remain on the periphery of the formal workforce and entrepreneurial ecosystem.

The Rationale for Dialogue

This Sector Specific policy report is the culmination of a high-level roundtable convened to move decisively **beyond diagnosis and toward actionable solutions**. The prevailing "Skills Mismatch" is not merely a failure of curricula but a failure of the ecosystem. Women graduates face a dual challenge: a misalignment between institutional training and industrial demand, compounded by rigid socio-cultural barriers that restrict access to professional networks and market agency. By failing to integrate this skilled demographic, Pakistan is forgoing a transformative opportunity for innovation and job creation in high-growth sectors such as **ICT, Textiles, Agri-business, and Tourism**.

A Cohesive Vision for Masawaat (Equity)

Chaired by **Ms. Gulmina Bilal, Chairperson of NAVTTC**, this dialogue (convened during **Change Mechanics' flagship WECON Masawaat Conference**, held on November 24, 2025, at the **Pak-China Friendship Centre, Islamabad**) brought together key stakeholders from the public sector, industry chambers, and development organizations to reconstruct the vocational journey (Appendix: Insight Circle). The proceedings focused on transitioning the TVET model from a siloed training framework to a **cohesive economic ecosystem**. The discussion was guided by the following questions, designed to elicit concrete commitments and collaborative action:



Institutionalizing Industry - TVET Linkages:

Moving past ad-hoc collaborations to sustainable, demand-driven partnerships.



Redefining Workforce Readiness:

Integrating soft skills and financial literacy as mandatory components of technical education.



Closing the Connectivity Gap:

Utilizing digital and physical innovation to link remote graduates with central market opportunities.



Policy-Driven Incentivization:

Creating a commercially attractive environment for the hiring and entrepreneurship of skilled women.



This report outlines the strategic recommendations and concrete commitments generated during this dialogue, providing a roadmap to ensure that for every woman trained, an economic outcome is secured.

The findings of this report are framed as strategic and directional, acknowledging the noted limitations of the sample composition, with the intent of contributing to policy dialogues, organizational practices, and subsequent research.



Group Picture: (Left to Right)

Saadia Ainuddin (European Union), Rabia Usman (WCCI Bahawalpur), Rabia Farhan (IWCCI), Gulmina Bilal (NAVTTTC), Sabrina Gabel (GIZ), Sarah Parvez (British Council), Quratulain Mumtaz (IWCCI Peshawar), Usman Arshad Khan (Axelliant), Akeel Khalid (Vceela), Zuhaib Haque (British Asian Trust).

Diagnostic: Analyzing the “Leaky Pipeline”

Pakistan’s 4400+ TVET institutes have 44% female enrollment (Employer Skill Survey, Qualification Awarding Bodies – 2024) Significant public investment in the TVET sector has not translated into market-relevant skills, job placements, or entrepreneurial readiness. While graduation rates for women in TVET are substantial, there is a critical failure in transitioning this human capital into the labor market. This “leaky pipeline” represents a significant loss of investment.

01 Institutional & Regulatory Misalignment

- Industry stakeholders report a qualitative mismatch between institutional training and current market requirements.
 - *To ensure graduates are “work ready,” curricula must be updated to reflect modern industrial standards and include the “hard skills” demanded by the contemporary economy.*
- **Inherent TVET-Private Sector Disconnect**
There is an inherent disconnect between TVET and the private sector in Pakistan (*the disconnect is much greater compared with other countries.*)
- **Regional Inter-Agency Fragmentation:**
A critical disconnect between regional Chambers and TEVTAs hinders the accurate identification of industry-specific skills required for both employment and entrepreneurship.
- **Systemic Life Skills Deficit:** A critical policy gap exists regarding life skills; technical graduates and trainers alike lack essential competencies in creative thinking, problem-solving, and adaptive learning.
- **Inadequate Industry Representation:**
Current curriculum development at federal and provincial levels relies on limited committees (3-4 industry experts in a committee), lacking the broad-based industry representation necessary for market alignment.
- **Implementation and Pedagogy Gaps:**
While curricula are periodically revised,

a critical failure exists in updating corresponding training manuals and executing necessary Training of Trainers (ToT) programs.

- **Framework Deficiencies in Lifelong Learning:** Current frameworks lack robust upskilling and reskilling pathways, which are essential for maintaining the occupational relevancy of TVET graduates in a rapidly evolving industrial landscape.
- **Deficit in Strategic Community Engagement:** The absence of intentional Community Outreach Strategies within NAVTTC-registered institutes and Centers of Excellence results in suboptimal beneficiary targeting and a persistent disconnect with local needs.
- **Stigmatization as a Charitable Model:** The treatment of vocational education at the state level is problematic, as it is framed as a “charity-based” skill model reserved for marginalized groups rather than a mainstream economic driver.
- **Systemic Reliance on Public Funding:**
A primary constraint on intervention outcomes is the systemic reliance on public sector funding, which limits the scalability and sustainability of the vocational sector.
- **Bifurcated Post-Secondary Frameworks:**
The current national framework maintains a rigid, disconnected parallel between **Higher Education** and the **TVET sector**. This structural silos prevents the development of integrated **Academic-Vocational pathways**, leading to a fragmented transition from education to economic participation.

02 Labor Market Barriers & Integration Gaps

- A prevailing trust deficit exists between TVET providers and industrial employers.
 - *Strengthening this linkage requires TVET leadership to move beyond passive engagement and adopt an “open-door” policy that actively solicits and integrates industry feedback into institutional DNA.*
- **Deficit in Professional Recognition:** TVET graduates lack appropriate professional recognition; while they receive certificates, they are often not viewed as industry-qualified practitioners.
- **Systemic Labor Market Readiness (LMR) Deficit:** Beyond hard technical skills, a lack of Labor Market Readiness—specifically professional presentation and interview techniques—remains a systemic barrier to the economic integration of skilled women and other TVET graduates.
- **Geographic Parity in Employability:** A significant disparity exists between international and domestic markets; while TVET graduates (notably from PSDF) successfully secure roles in the Gulf, local employers remain resistant to hiring from the same pool.
 - **Disparate Application of Demand-Driven Models:** *Success in international placement is attributed to rigorous market analysis and the tailoring of training programs to meet global requirements, a standard that has yet to be uniformly achieved within the domestic landscape.*
- **Global Accreditation and Mobility Deficit:** The misalignment between domestic TVET certifications and International Accreditation Standards—particularly in European markets—has created a significant skills-matching deficit. The absence of standardized certification has led to a progressive reduction in Pakistan’s international labor quotas, with competing regional markets capturing the demand.
 - *In response, NAVTTC is currently prioritizing the integration of internationally recognized*

equivalence frameworks and certifications to restore global workforce mobility.

- **Sustainability of Digital Repositories:** While worker directories and skills repositories are frequently established during project lifecycles, they often suffer from **Post-Project Dissipation**, leading to the loss of critical data once a specific intervention concludes.
- **Information Silos and Knowledge Transfer:** The lack of a formalized Knowledge Management Framework prevents the forward-sharing of information, resulting in fragmented data that fails to serve as a long-term resource for the vocational ecosystem.
- **Information Asymmetry in Employer Incentives:** There is a significant lack of clarity regarding the fiscal or regulatory incentives available to private sector organizations, which creates a barrier to the recruitment and formal integration of TVET graduates into the workforce.



Picture 1 (source link in references)



Picture 2 (source link in references)



Picture 3 (source link in references)

03 Socio-Economic & Agency-Based Constraints

- **Exclusion of Vulnerable Groups:** Women, Transgenders and people with disabilities (PWDs) are also disconnected from the TVET sector.
- **Systemic Digital Readiness Gap:** Beyond industry misalignment, a systemic digital readiness gap persists among women in the vocational economy, necessitating integrated capacity building to enable participation in the digital marketplace.
- **Digital Literacy Deficit in Artisanal Sectors:** Evidence indicates significant literacy barriers; for example, more than 80% of women artisans connecting with digital platforms like Vceela were found to be digitally illiterate upon initial engagement.
- **Severe Barriers to Finance:** Skilled artisans (especially women) face severe access-to-finance barriers, which impede their ability to procure high-quality raw materials and scale production to meet market demand.



Picture 6 (source link in references)



Picture 4 (source link in references)



Picture 5 (source link in references)



Local Best Case Approach:

Vceela employs a “Horses for Courses” strategic approach to effectively identify and mitigate the specific socio-economic barriers faced by women artisans. To resolve procurement bottlenecks, the model connects artisans with financiers for raw material funding and establishes direct access to high-quality material providers, ensuring they can fulfill bulk orders without capital constraints. To bridge the gap in contemporary design knowledge, Vceela utilizes a **micro-incubation model** that pairs local artisans with modern designers to integrate current design approaches into traditional craftsmanship.

- **Negotiation and Agency Gap:** Deep-seated social conditioning frequently results in a negotiation gap among female TVET graduates, limiting their professional confidence when engaging with retailers, suppliers, and buyers or executing market-entry strategies.

Recommendations for Cohesive Reform

Industry-Led Governance & Institutional DNA

- **Institutionalizing Industry-Led Skills Governance:** Transition from narrow committees to broad-based **Sector Skills Councils (SSCs)** to ensure curriculum development is driven by comprehensive industry representation and formal institutional endorsement.
- **Validation through Industry Endorsement:** Establish mandatory **Industry Validation Mechanisms** where private sector stakeholders certify that training standards and occupational profiles meet current labor market demands.
- **Transitioning from a Charitable to a Commercial Model:** At the state level, the perception of TVET must undergo a fundamental paradigm shift—moving away from a **“Charitable Skill Model”** reserved for marginalized groups toward a high-value, mainstream economic driver. Policy frameworks must prioritize the **professionalization** and **commercialization** of vocational pathways, fostering a self-sustaining ecosystem that functions as a high-status parallel to higher education rather than a social welfare intervention.
- **Codifying Fiscal & Regulatory Incentives for Employers:** Address the systemic lack of clarity regarding private sector incentives by formalizing and communicating a robust framework of tax credits and regulatory benefits.
- **Leveraging Section 27 of the Income Tax Ordinance:** Aggressively promote existing provisions, such as Section 27 of the Income Tax Ordinance, 2001, which allows for tax deductions on eligible employee training expenditures and contributions to government-approved training institutes.
- **Incentivizing the Apprenticeship Model:** Introduce specific fiscal rebates or wage-subsidy models for organizations that successfully integrate TVET graduates through formal apprenticeships or “on-the-job” training frameworks.



International Best Case Approach:

In 1968, Taiwan started the nine-year compulsory education plan, abolishing junior vocational schools and instead rapidly expanded the senior vocational schools and junior colleges. To meet the needs of the advancing scale and quality of industries, the Ministry of Education encouraged private sectors to participate and to establish at their own schools, these areas, so as to provide an even more middle-level labor force. The current junior high school education system and above follows two major pathways: general education system and TVE system. The TVE system consists of middle-level TVE and higher-level TVE. The middle-level TVE includes the Technical Skills programs at junior high schools, senior vocational schools, professional programs at general high schools and/or the vocational programs at comprehensive high schools; the higher-level TVE includes junior colleges, colleges of technology, and universities of science & technology.

(Ministry of Education, Republic of China [Taiwan], 2015).

- **Industry-Driven Sectoral Models:** Adopting a Sectoral Approach ensures training is governed by industrial demand, as evidenced by the National Textile University and the Karachi Tools, Dies and Mould Centre (KTDMC), both of which were established at the request of their respective industries.
 - **Balancing Labor Market Supply and Demand:** *These industry-led models maximize employability and student interest by creating a direct alignment between vocational curricula and the specific technical requirements of the private sector.*
- **Adopting International Dual Training Systems:** International donor partners can add significant value by facilitating the transfer of successful overseas models, such as the German Dual System. This model integrates formal apprenticeships directly into the TVET curriculum, ensuring that institutional training is inseparable from real-world industrial application
- **District-Level Integrated Pipelines:** Strengthen localized, district-wise pipelines by formalizing the **TVET-WCCI-Industry** nexus. This structure ensures that vocational institutes are directly linked to Women Chambers of Commerce and industry clusters to facilitate seamless placement and feedback loops.
- **Gender-Inclusive Apprenticeship Mandates:** Implement institutional mandates requiring a 50% female apprenticeship quota within these district-level pipelines to ensure equitable access to high-value industrial training.



Global Best Case Approaches:

Germany's dual education system integrates apprenticeship into TVET training through a structured, company-based model where apprentices spend 70–80% of their time (3–4 days/week) gaining hands-on experience in firms and 20–30% (1–2 days/week) attending vocational schools for theoretical instruction, covering over 325 recognized occupations like mechatronics or industrial management. Regulated by the Vocational Training Act since 1969, it involves tripartite coordination among government, employers' chambers (e.g., IHK), and unions to define national standards, curricula, and final exams, ensuring skills align with labor market needs—resulting in youth unemployment under 6% versus EU averages over 15%, 50% of youth choosing this path post-secondary school, and 70% retention by training firms. This “dualism” fosters a skilled workforce with minimal skills mismatch, as apprentices earn wages (avg. €1,000/month), receive mentorship, and graduate with industry-recognized qualifications equivalent to high school diplomas, adaptable to modern sectors like digitalization via ongoing reforms.

(Sciences Po Grenoble, 2021)



Picture 7 (source link in references)

Workforce Readiness & Workforce Identity

- **Integrated Labor Market Readiness (LMR):** To move beyond “diagnosis to actionable solutions,” TVET frameworks must mandate the integration of **Life Skills**—such as creative thinking and adaptive problem-solving—alongside **Labor Market Readiness** competencies. This systemic approach ensures that technically proficient graduates also possess the professional presentation, negotiation power, and interview techniques required to meet the **Employer Value Proposition (EVP)** of the formal sector.
 - *Incubating Nascent Entrepreneurs: Chambers should serve as the bridge, connecting aspiring entrepreneurs within their membership to TVET institutes specializing in enterprise development and “business-ready” training.*
- **Implement high-fidelity Work-Based Learning (WBL)** simulations, such as “Zero Day” assessments, to evaluate candidate fit through immediate on-site exposure to industrial rigors.
- **Dismantling the Blue-Collar vs. White-Collar Dichotomy:** The structural and social categorization of TVET graduates as “blue-collar” versus higher education graduates as “white-collar” requires a comprehensive policy shift to establish a unified professional identity within the workforce
- **National “Skills Branding” Campaign:** Launch a high-impact, national-level initiative to destigmatize vocational pathways. Modeled after successful global frameworks such as “Skill India,” the campaign must dismantle socio-cultural taboos by highlighting the high-value, high-status potential of technical expertise. The campaign should focus on celebrating vocational excellence, effectively positioning TVET as a choice of aspiration rather than a last resort.
- **Tailored Mentorship & Global Pipelines:** Implement mentorship models specifically designed for rural and first-generation women, and establish global placement pipelines (such as ESDFs) to strengthen long-term employment and enterprise trajectories.
- **Legal, digital, and financial literacy** should be embedded in all TVET programs.

Entrepreneurship & Financial Inclusion

- **Structured Pathways to Entrepreneurship:** To move “from skills to enterprise,” TVET graduates should follow a mandated Work-Based Learning (WBL) trajectory, gaining substantial industrial experience before undergoing a formal Business Readiness Assessment to unlock state or institutional financing.
- **Foundational Capital Integration:** New pathways to foundational capital, such as micro-grants and low-collateral loans, must be integrated into TVET programming to ensure graduates can transition from skill acquisition to income generation.



Financing & Digital Sustainability

- **Evidence-Based Targeting and Value Positioning:** To prevent the misdirection of public funds, institutes must adopt Evidence-Based Targeting and enhance the Perceived Value Proposition of vocational courses within underserved communities.
- **Centralization of Skills Intelligence:** Industry professionals are encouraged to utilize NAVTTC's National Skills Information System (NSIS) as a centralized platform. This ensures that skills demand, demographic characteristics of the skilled workforce, and job listings are consolidated in a single, accessible digital repository.
- **Data-Driven Market Mapping:** Leveraging the NSIS allows for real-time monitoring of market trends, reducing the risk of "Post-Project Dissipation" and ensuring that critical labor market data remains a sustainable resource for both employers and policy makers.
- **Incentivizing Institutional Performance:** To ensure high-quality training standards, the funding architecture must shift toward a performance-based model. TVET institutes should be incentivized through financial and regulatory rewards tied to specific Key Performance Indicators (KPIs), such as graduate employment rates and industry satisfaction scores.
- **Competitive Quality Benchmarking:** Establish a tiered recognition system for institutes that consistently meet international accreditation standards, encouraging a culture of excellence and continuous improvement across the vocational landscape.
- **Financial Transparency & Inter-Agency Coordination:** The TVET sector requires strengthened Inter-Agency Linkages and more robust frameworks for the Financial Transparency and auditing of existing budget allocations.
- **Transitioning to Innovative Financing Frameworks:** Adopt diversified financing models—modeled after successful regional benchmarks in India, Singapore, and Malaysia—to reduce government dependency. This includes fostering private sector investment through Public-Private Partnerships (PPPs) and outcome-based funding mechanisms. (Smith, 2013).



Best Case Approach:

NAVTTC is launching Pakistan's first performance-based innovation financing model in the skills sector—the Pakistan Skills Impact Bond (PSIB). designed to transform youth training and employment outcomes through a "pay-for-success" model. Investors fund the training programs upfront, while outcome funders reimburse only when youth achieve pre-defined results such as income generation or employment.

More questions to follow from Industry Experts & Stakeholders



Addressing Systemic Fragmentation:

How can the TVET ecosystem bridge critical gaps in Content Relevance, Geographic Inclusion, and Sectoral Alignment while ensuring targeted outreach that accounts for diverse Demographic Profiles and underserved populations?



Evaluating Long-Term Skill Efficacy:

What robust mechanisms can be institutionalized for the Tangible Verification and Retrospective Assessment of competencies for TVET graduates, particularly those who have been in the workforce for extended periods and require formal skill validation?



Scan this QR Code
to answer these questions.

Stakeholder Action Matrix

Strategic Pillar	Lead Stakeholder(s)	Priority Action Item
Industry-Led Governance	NAVTTTC & Industry Chambers	Transition to Sector Skills Councils (SSCs): Replace narrow committees with broad-based industry representation for curriculum development.
Market Relevance	TVET Institutes & Private Sector	Institutionalize Work-Based Learning (WBL): Implement "Zero Day" assessments and immersive field simulations for candidate vetting.
Soft Skills & Readiness	NAVTTTC & Development Partners	Mandate Labor Market Readiness (LMR): Integrate professional presentation, interview techniques, and negotiation training into all female TVET tracks.
Entrepreneurship	Chambers of Commerce & Micro-Finance	Deploy Micro-Incubation Models: Pair artisans with modern designers and provide pathways to low-collateral "Foundational Capital".
Sustainability & Data	NAVTTTC (NSIS Unit)	Centralize Workforce Data: Mandate the use of the National Skills Information System (NSIS) to prevent "Post-Project Dissipation" of worker directories.
Financial Reform	Federal Government & Investors	Launch Impact Financing: Scale the "Pakistan Skills Impact Bond" (PSIB) to transition from charity-based models to pay-for-success outcomes.
National Identity	Government of Pakistan	Skills Branding Campaign: Launch a national campaign (modeled after Skill India) to destigmatize vocational education as a parallel to higher education.

Insight Circle:

1. Session Chair: **Gulmina Bilal** (Chairperson, National Vocational & Technical Training Commission NAVTTC)
2. Moderator: **Usman Arshad Khan** (Marketing & Growth Director, Axelliant)
3. **Ume Laila Azhar** (Chairperson, National Commission of Status of Women (NCSW))
4. **Akeel Khalid** (Founder & CEO, Vceela)
5. **Aasim Raza** (Head of Strategy Development and Partnerships, Institute of Rural Management (IRM))
6. **Rabia Farhan** (Vice President IWCCI)
7. **Quratulain Mumtaz** (President, Peshawar WCCI)
8. **Rabia Usman Khan** (President, Bahawalpur WCCI)
9. **Saadia Ainuddin** (Development Advisor, Delegation of European Union to Pakistan)
10. **Sabrina Gabel** (Program Component Manager, GIZ Pakistan)
11. **Sarah Parvez** (Team Leader – EU TVET, British Council)
12. **Shumaila Rifaqat** (Director – Innovation Investments, Karandaaz Pakistan)
13. **Zuhaib Haque** (Senior Manager Development, British Asian Trust)



References

1. Sciences Po Grenoble. (2021, March 24). The apprenticeship system in Germany: a model of training. Retrieved from: <https://en.sciencespo-grenoble.fr/blogs/le-systeme-dapprentissage-en-allemande-un-modele-de-formation>
2. Deutschland.de. (2024, February 19). How Germany's dual vocational training system works. Retrieved from: <https://www.deutschland.de/en/topic/business/how-germanys-dual-vocational-training-system-works>
3. Ministry of Education, Republic of China (Taiwan). (2015). Technological and Vocational Education. Retrieved from: <https://english.moe.gov.tw/cpview-4-15156-E7588-1.html>
4. National Vocational & Technical Training Commission (NAVTTTC). (n.d.). Latest Enrollments - TVET Supply. Skilling Pakistan: National Skills Information System (NSIS). Government of Pakistan. Retrieved February 26, 2025, from; <https://skillingpakistan.gov.pk/supplyside>
5. Smith, B. (2013, December). Innovative financing models for TVET: Case studies from Singapore, India, Australia and Malaysia [Presentation]. Asian Development Bank, Beijing. Rerom: <https://rksi.adb.org/wp-content/uploads/2020/10/innovative-financing-models-tvet.pdf>
6. Picture 1 source link: <https://www.nation.com.pk/23-Dec-2016/50-computer-labs-set-up-to-train-girls-of-under-developed-areas-anusha>
7. Picture 2 source link: <https://newslens.pk/2017/09/16/tvet-reform-programmes-targeting-wrong-skills/>
8. Picture 3 source link: <https://hopengo1.wordpress.com/2021/06/09/hope-enhances-women-empowerment-through-vocational-training/>
9. Picture 4 source link: Handloom Weaver, Stock photo from *Pixabay.com*
10. Picture 5 source link: <https://pakistan.unfpa.org/en/news/embroidering-new-destiny-hinas-path-empowerment>
11. Picture 6 source link: <https://www.dawn.com/news/1439381>
12. Picture 7 source link: https://www.edup.org.ua/en/women_in_veteng/

About Change Mechanics

Change Mechanics Pvt. Ltd. is the Managing Partner of **National Incubation Center Islamabad, National Incubation Center Faisalabad** and the leading partner of the **Founder Institute** in Pakistan. It is a leading innovation and capacity-building firm, established in **2017** to strengthen **Pakistan's entrepreneurial landscape**. We specialize in designing and delivering high-impact programs in entrepreneurship, business training, policy research, and strategic consulting with a core focus on inclusion, innovation, and sustainable growth.

We work at the intersection of private enterprise, public policy, and ecosystem development to empower entrepreneurs, enable market access, and shape forward-looking dialogues across sectors. Through initiatives like **WECON- The Women Entrepreneurship Conference, Startup.pk**, and **RE-THINK** (focused on future-shaping themes like climate and education), we foster community engagement, build leadership pipelines, and influence inclusive policy design. Our projects span partnerships with donor agencies, corporates, and government bodies, ensuring relevance at both grassroots and policy levels.

About Our Partners



WECON Masawaat 2025 was held in Partnership with British Council. The British Council is the UK's international culture and education organisation. Founded in 1934, are a UK charity governed by Royal Charter and a UK public body, operating at arm's length from government. They have been working in Pakistan since 1948. Every year they connect with thousands of students, educators, policymakers, academics, creatives and entrepreneurs in Pakistan.



 www.changemechanics.pk

   [@change.mechanics](https://www.instagram.com/change.mechanics)



www.wecon.pk
[@weconmovement](https://www.instagram.com/weconmovement)



www.startup.pk
[@startupdotpk](https://www.instagram.com/startupdotpk)



www.leagueoflaunchers.com
[@change.mechanics](https://www.instagram.com/change.mechanics)