

# SKILLS DEVELOPMENT PLAN (FATA)

October 2012

TVET Reform Support Programme



ISLAMIC REPUBLIC OF PAKISTAN  
FEDERAL TERRITORY OF ISLAMABAD



# SKILLS DEVELOPMENT PLAN

## FATA

### INTRODUCTION AND BACKGROUND

Skills development and Technical and Vocational Education and Training (TVET) are critical to job creation and sustainable economic development across Pakistan. Each region and province has its own development needs and skills priorities based on the circumstances it faces.

Regional stakeholders in FATA have developed this **skills development plan (SDP)** in order to set out the actions needed to improve the skills and employability of their people. The plan targets selected skills development requirements which will allow FATA to develop its economy and society.

The plan is based on the National Skills Strategy (NSS) developed through a national consultative process in 2009. The implementation plans for the strategy were delayed due to the 18<sup>th</sup> Amendment and its impact on the TVET sector. Now provinces are in a position to develop their own programmes within the framework of the NSS, but adapted to their specific economic and social needs. The NSS envisages the provision of relevant skills for industrial and economic development, improvement of access, equity and employability and assurance of quality through an integrated approach. To translate this framework into viable reforms, the NSS suggested twenty strategic initiatives.

The FATA plan translates the NSS into concrete activities for the region. TVET programmes are implemented by different organisations, such as the FATA Secretariat, the FATA Development Authority (FDA), NGOs, CBOs, private companies, or through projects. The FATA SDP identifies existing actions undertaken by these organisations, and assesses them in the light of regional skill needs and priorities. It identifies gaps in skills development provision, and additional opportunities for action. It then formulates these into an action plan which ensures that the implementing agencies will include them in their own planning. Each activity sets annual targets so that progress can be monitored.

With the support of some international and national experts, an advisory group and a technical working group was established representing the major stakeholders in skills development in FATA. After a series of consultative activities involving all skills development stakeholders, the plan was constructed and submitted to the FATA Secretariat. The plan has subsequently been updated following a meeting of all TEVTAs and an interprovincial workshop involving a wide range of stakeholders from all provinces and regions.

#### **The FATA SDP consists of three parts:**

- An assessment of the planned activities, including a prioritisation of activities planned and what challenges this poses;
- The regional skills development profile; a short introduction to set the context and the general characteristics of skills development in the region; and
- The activity matrix, which lists all activities planned by the different stakeholders involved in the planning process.

Like all other plans, the FATA SDP is a means to an end. The plan represents the actions of a number of implementing agencies, but is not managed by any single one of them, its purpose is to use the NSS to categorise skills development needs and cause actions to be taken where there are priorities and gaps.

**The real objective for this plan is, therefore, to cause more skills development actions in FATA.**

## **1. SUMMARY AND ASSESSMENT OF PLANNED SKILLS DEVELOPMENT/TVET ACTIVITIES**

The summary of the current and planned activities for 2012 – 2013 is structured according to the 20 strategies in the NSS. The detail of the planned activities is in part 3, FATA Skills Development Matrix. **Priority activities for 2012-2013 are highlighted in bold/italics.** The assessment section following the summary addresses some key factors that enable successful implementation of the Action Plan

### **Objective 1: Relevant Skills for Industrial and Economic Development**

#### *1.1 Introducing competency based training and standards:*

- ***Institutional Management Committees operational***
- IAG for construction trades established
- Competency standards developed by other provinces and NAVTTC utilised
- Review resources and launch CBT on a pilot basis

#### *1.2 Establishing industry specific centres of excellence*

- Training and development centre in Marble City, Mohmand planned

#### *1.3 Increasing the role of the private sector*

- ***Interns trained in industries outside of FATA***
- ***WSDC in FATA to expand by 8 centres***
- IMCs to involve private sector in TVET

#### *1.4 Reforming the apprenticeship systems*

- ***Apprenticeship program of FDA to be expanded***
- Link to industries outside of FATA to link training with job experience
- Design program to train women as apprentices in health and education

#### *1.5 Encouraging entrepreneurship*

- Develop entrepreneurship modules and introduce in TVET
- ***Study micro business and Kushali Bank training programs, link training with micro finance***

### **Objective 2: Improving Access, Equity and Employability**

#### *2.1 Expanding geographical provision*

- Undertake TNA, identify needs of market
- ***Make all existing institutions operational***
- Identify new trades and locations for institutions
- ***Trainees trained under the apprenticeship (field internship) program***

## 2.2 Making training delivery flexible

- **Trainees enabled to take short term courses; and increase flexible training delivery**
- IMCs to encourage industry to make facilities, equipment and expertise available for training

## 2.3 Focusing on skills for women

- **Increase number of WSDC in FATA by 8 centres**
- Start fully paid training programmes for girls
- Develop model vocational centre for women
- Improve monitoring of women's skills and training programs

## 2.4 Training for disadvantaged groups

- Analyse efficiency of fully paid training programmes
- 'Grant in Aid' introduced

## 2.5 Integrating informal economy workers

- **Consider introducing mobile training programmes to train informal sector workers**
- Plan for RPL when system is available

## 2.6 Enhancing the mobility of skilled workers

- Profile skills needed overseas
- Institutional partnerships established and international certification
- System to certify informally trained workers devised

## 2.7 Providing career guidance and placement services

- **Create LMI wing at FATA Secretariat to undertake career guidance and job placement services**
- Train staff for role
- **Establish linkages with micro finance institutions**
- Adapt guidance and placement work done by FPCCI Karachi

## 2.8 Offering vocational education in schools

- Create desk in P&D Dept: Civil Secretariat FATA to coordinate activities of Technical High Schools
- Design program to extend training to Grade 9 and 10 students
- **Update curricula and capacity of teachers, with a focus for boys on agricultural trades**
- **Start vocational education for girls in areas of potential employment such as healthcare and handicrafts**

## 2.9 Improving the status of skills development

- Develop media policy
- Participate in national awareness campaign

## Objective 3: Assuring Quality

### 3.1 Streamlining policy making

- **Improve organisational arrangements, possibly through a new FATA Skills Development Company**

### 3.2 Establishing a National Qualification Framework

- Follow lead from NAVTTC and provincial TEVTAs in NQF development

### 3.3 Registering and accrediting Institutes

- Follow lead from NAVTTC and provincial TEVTAs

### 3.4 Improving the performance of training institutes

- Increase administrative and financial autonomy of Principals of institutions
- Plan to introduce performance-based evaluation of staff and incentives
- Capacity building for principals and heads of departments

### 3.5 Training instructors

- **Fill vacant positions for instructional staff**
- **Post staff to actual positions**
- Establish a staff training institute at Jamrud
- Coordinate instructor training of FATA personnel with TEVTA KPK
- Capacity support provided to training faculty through affiliations and exposure visits

### 3.6 Undertaking research

- Studies conducted on TVET in FATA to be analysed to assist action planning
- Establish a research unit in FATA Secretariat

**Priorities and relationship to the NSS:** Current and planned activities are consistent with NSS objectives and national priorities. However, they are very limited reflecting the difficult circumstances of FATA. Many activities in the Plan rely on adopting and adapting work and resources developed by Provincial TEVTAs and NAVTTC. Implementation is likely to be slow.

**Economic implications:** The proposed activities would have an impact if implemented, particularly those relating to informal employment and micro finance to develop businesses. Public sector activities proposed would depend on budget availability.

**Policy, regulatory, funding, infrastructure and implementation issues:** FATA has a small and under developed TVET system, and relies considerably on support and opportunities outside of the region. Security and the availability of qualified staff to work in institutions are also issues. Innovative approaches would help, especially those linking training and micro finance.

**Organisational issues:** Organizational structures in FATA are quite limited – mostly consisting of the FATA Secretariat and FATA Development Agency. Increased capability to deal with TVET is important.

## 2. PROVINCIAL SKILLS DEVELOPMENT PROFILE

### Economic Growth, Employment and TVET

Pakistan's border with Afghanistan is a wedge of rugged terrain, stretching some 450 kilometers, that constitutes the region today known as FATA. This mountainous land is home to a majority Pakhtun population, made up of more than a dozen major tribes and hundreds of clans and sub-tribes. The territories that together form FATA consist of seven 'political agencies'-Bajaur, Khyber, Kurram, Mohmand, North Waziristan, Orakzai and South Waziristan and six smaller zones, called 'frontier regions' (FRs) in the districts of Bannu, Dera Ismail Khan, Kohat, Lakki Marwat, Peshawar and Tank. To the north and east, the tribal areas are bounded by the North West Frontier Province (NWFP), while on the south lies the province of Balochistan. In the south-east, FATA joins the Punjab province. The Durand Line, which separates Pakistan from Afghanistan, forms the western border of FATA. Although part of Pakistan, FATA functions as a semi-autonomous area.

Land use data from 2003—04 show that 7 % of the total geographic area of FATA is cultivated. This puts intense pressure on available farmland, which supports an average of 18 persons per cultivated hectare and more than 40 persons per irrigated hectare (GoNWFP, 2005a). Some 44 % of farmland is under irrigation, with the remaining cultivated area relying entirely on rainfall.

The population is divided along the lines of traditional clan and tribe loyalties. The people are accustomed to managing their own affairs without outside interference. The malik (chief) serves as an intermediary between his tribe and the political administration, while the tribal jirga (council of elders) enjoys widespread legitimacy as a traditional mechanism for conflict resolution. The jirga may also mete out punishment to offenders.

The vast majority of the population (97%) resides in rural areas. Nearly 60 % of all houses are built of unbaked brick, earth, wood or bamboo. Cemented houses account for just 36% of the total, while roofing for nearly 87% of all homes is made of wood or bamboo. Less than 62 per cent of houses are supplied with electricity, which is used for lighting. 92% of all households use wood-burning stoves and barely 2% have access to natural gas

**Population and Literacy:** According to census data from 1998, FATA is home to a population of roughly 3.18 million. Annual population growth in the intercensal period of 1981 to 1998 is calculated to be 2.19 % but certain agencies and FRs buck this trend, showing a decline during the same period. Population density for 1998 stands at 117 persons per square kilometer in FATA as a whole, with wide variations between individual agencies and FRs. Those who are able to travel find work in cities across Pakistan as well as in the Middle East, using their earnings to support families at home. The more highly qualified migrated families are reluctant to return to FATA, leading among other things to an acute shortage of doctors, teachers and skilled workers generally, and in particular to a dearth of qualified female teachers and doctors.

Only 17 % of the overall population is literate. Among women, meanwhile, literacy is as low as 3 %. FATA has a large number of small schools, some accommodating as few as 65 students, and most with an average of between one and three teachers. Many school buildings are used for other purposes, including to run businesses, and many teachers collect their salaries but do not report to work. Teaching techniques are traditional and corporal punishment is common. Less than 40 % of all children are enrolled in education from the primary to higher-secondary level but just 21 % of all girls are in school. While overall enrolment is low, drop-out rates are high, with more than half of all children who begin primary school leaving before they complete Class V

**Labour Force:** The FATA workforce is comprised mainly of unskilled and semi-skilled workers, most of whom are employed in low-paid manual jobs in the industrial and commercial sectors. The workforce is largely unskilled, further hindering commercial and industrial expansion. Infrastructure, meanwhile, is thin on the ground, not only affecting commerce and industry but also depriving the population of access to health care and education.

Unemployment and under-employment are high, particularly since local industrial and commercial operations have limited absorption capacity. As a result, many are migrating out of the area in search of work. Meanwhile, the dearth of skilled labour within the tribal areas is one of the reasons why industrial development cannot go forward. Efforts to increase economic activity will need to focus on general education as well as sector-specific technical and vocational training.

**Economic development:** the developmental activities were Civil Administration of FATA was formally managed by the special FATA Cells in the KPK Government and the FATA Development Corporation. The FATA Development Corporation was closed down in 2002 and the concerned line departments with some of their core staff were absorbed into Civil Secretariat FATA under the Office of Governor of KPK. The intention was to consolidate the administration of development activities, reduce cost, improve effectiveness and increase funding for FATA Programmes. In 2006 the Civil Secretariat FATA was established led by an Additional Chief Secretary and assisted by Secretaries and a number of Directors. The developmental works are now carried-out by the line departments of the Civil Secretariat FATA.

In order to implement “FATA Sustainable Development Plan 2006-2015”, the FATA Development Authority (FDA) was established through statutory regulation in September 2006 with the objective to adopt a fast track participatory, corporate approach and decentralization in decision making process. The FDA has been entrusted to oversee the existing development works and plan, design, implement and monitor the developmental activities encompassed in the Sustainable Development Plan 2006-2015 in the following sectors:

- Water
- Industry
- Trade & Commerce
- Skill Development
- SME Financing
- Women Development
- Promotion of Tourism
- Minerals
- Power
- Physical Planning & Housing

### **Organisation and management of skills development**

With respect to TVET in FATA the administrative control of Government Technical Institutes (Monotech institute) for boys remains with FATA Civil Secretariat while the Administration of Women Skill Development Centres (WSDCs) were transferred to FDA. The Directorate of Technical Education in FATA Civil Secretariat administers the male institutions while a Project Management Unit (PMU) has been established in FDA to manage the activities of WSDC as also work on the “new initiatives” viz. FATA youth Skill Development programme “institution based” and FATA youth Skill Development programme “Field internship”.

### **Training programmes administered by FATA Secretariat**

13 Govt. Technical Institutions (GTIs) were established in the following agencies/ FRs in FATA

1. GTI Khar (Bajur Agency)
2. GTI Ekka Ghund (Mohmand Agency)
3. GTI Bara (Khyber Agency)
4. GTI Sadda (Kurram Agency)
5. GTI Miran Shah (NW Agency)
6. GTI Kalaya (Orakzai Agency)
7. Govt. Woolen Centre Miran Shah (NW Agency)

8. Govt. Metal Centre Miran Shah (NW Agency)
9. GTI Chagmalai (SWA)
10. GTI Dara Adam Khel (FR Kohat)
11. GTI Ghiljo (Orakzai Agency)
12. GTI Jandola (FR Tank)
13. GTI Wana (SW Agency)

Out of the above the institutions at S.#.1-6 are operational with an enrolment of 535 trainees. Staff for Centres at S.#.7-9 has been provided but no enrolment has been reported.

### **FDA TVET Programmes**

1. **FATA Youth Skill Development Programme (Institutional Based):** The Programme aims to provide training in market based and job oriented trades to literate and semi literate youth of FATA to enable them to find employment or start their own business. Youth drawn from all over FATA are selected on merit and are sent for short duration training course to vocational training institutes all over the country not only to acquire skills but also to get an opportunity of interaction with people from other parts of the country. 3881 youth from FATA have completed the institutions based training from recognized institutes in Pakistan in 29 various market based and job oriented trades up-to 30.6.2011. Efforts are being made to identify industries, Civil works and service organizations where the trained youth may be able to get jobs on the basis of above programme, while others may want to start their own businesses.
2. **FATA Youth Skill Development Programme (Field Internship):** The Objectives of the Programme are to enable FATA youth to get on job in training and find employment and or enable them to start their own businesses. So-far 448 FATA youth have completed their training up-to 30.6.2011. Agreements with sixty four different other industries, Civil Contractors and service organization have been signed for placing another 600 interns.
3. **Women Skill Development in FATA:** The skills gap is more apparent among women, who are generally poorly educated to begin with. There are no vocational or commerce colleges for women to address this problem. Partly for this reason, women engaged in small enterprise find it much harder to seek the training and vocational development they require.

In the close society and peculiar traditions the role of women in economic development has not been appreciated. The women, especially rural women in FATA, were not exposed to education for decades. The establishments of girl's schools have provided some avenues but the number of girl schools, compared with those for boys, is still very low and those too suffer for various logistic problems resulting in high dropout rates.

To expose the women in FATA, who are not only uneducated but belong to poor families, to such initiatives whereby they could contribute to their family income. To achieve this objective, a pilot project was launched in 2001-2002 by establishing WSDC at Parachinar (Kurram Agency). After assessing the



success, the programme was expanded by establishing more skill development centres through development schemes prepared from time to time mostly in 2003-2004.

70 Women’s Skills Development Centres (WSDC) were established and funded through 20 development projects. These Centres are established in rented premises. The owner of the building is paid Rs.5000/pm as rent. The instructional staff is recruited on fixed salary. Standard proto type equipment comprising machines and accessories for tailoring and embroidery is provided with necessary furniture. The instructional and admin staff is provided as required currently 44 WSDCs are operational.

On physical side, 9409 FATA women have been trained since inception of the WSDCs (2003 to 2011) as summarized below:-

Year	No. of women trained
2003-2007	3200
2007-2008	1519
2008-2009	1556
2009-2010	1500
2010-2011	1644
Total	9409
Target (2011-2012)	1840

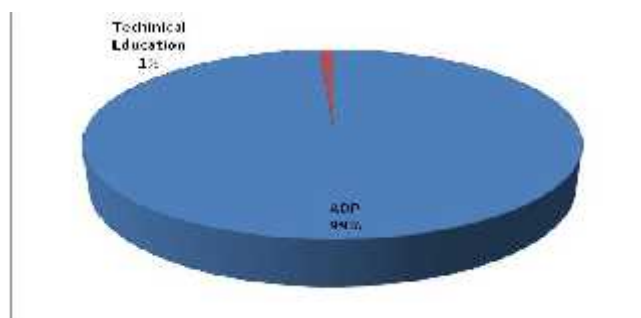
These WSDC operate in an informal and flexible environment. Because of the remoteness of the centers, the programme is hit by many issues and drawbacks viz. inadequacy of consumable material delay in supply of consumable material, in operational machines, minimal support and guidance from the headquarter mainly because of non availability of TA/DA budget and (spread of institutions viz a viz the time required to monitor the activities of centers and provision of support), various logistic and financial problems of instructional staff.

A study has been conducted by FDA to evaluate the performance of WSDCs. The study has covered operational problems etc and has suggested future plan of action,

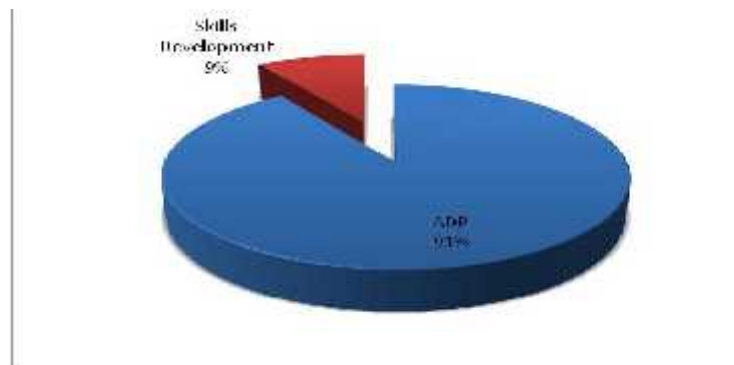
### TVET Resources

The TVET is allocated resources to the extent of 10 percent of the total size of ADP (1% of the ADP of FATA Civil Secretariat and 9% of the FDA).

### ADP FATA Secretariat



## ADP FATA (FATA Development Authority)



### Issues to be addressed

In addition to the normal bottlenecks faced by TVET system as a whole in FATA, one of the main issues is the compartmentalization of training between the FATA Civil Secretariat and the FATA Development Authority. Yet another problem is the posting of staff in the FATA institutions on secondment from the DG TE&MT KPK. This results in unwillingness and in inefficiency of the TVET staff.

***The action plan suggests means to overcome these bottlenecks.***

**PART 3: FATA SKILLS DEVELOPMENT/TVET PROGRESS MATRIX, THE ACTION PLAN**

<b>Objective 1: Relevant Skills for Industrial and Economic Development</b>						
<b>Strategies and Key Activities of the National Skills Strategy (NSS)</b>	<b>Provincial activities/projects in-progress or planned for 2012-2013</b>	<b>Targets for activities and projects in 2012 - 2013</b>	<b>Agencies involved in implementing activities and projects</b>	<b>Indicative costs/ current or potential funding source</b>	<b>Conditions required to enable activities to happen</b>	<b>M&amp;E mechanisms</b>
<b>1.1 Introducing Competency Based Training</b>	<p><b>Current activities</b></p> <p>Annual exam assessment system in place, conducted by Board of Technical Education (BTE) &amp; Trade Testing Board</p> <p>No separate certification of TVET trainees</p> <p>Those trained by FATA Development Authority on jobs training programs are certified by FDA</p> <p>Existing standards and curriculum developed by other provinces &amp; nationally are available</p>		NAVTTTC, TEVTAs	NAVTTTC/donors		

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<p>1.1.1 Establish sector specific Industry Advisory Groups (IAG).</p> <p>1.1.2 Develop competency standards.</p> <p>1.1.3 Develop competency based curricula.</p> <p>1.1.4 - Develop assessment guidelines</p> <p>1.1.5 Develop teaching/learning material and course contents</p>	<p><b>Planned activities</b></p> <p>Establishment of Institutional Management Committees (IMCs) already planned, will be made operational</p> <p>A sector specific IAG for construction trades will be established</p> <p>Liaison with other provinces, particularly KPK and nationally to share activity and outcomes eg national standards and curricula development</p> <p>Review resources for introduction of CBT and launch CBT on pilot basis</p> <p>Labour market survey of needs</p>		<p>FATA Secretariat NAVTTTC</p> <p>FATA Secretariat</p>	<p>4.0 m</p> <p>0.1 m</p> <p>Federal/NAVTTTC or donor funding for national standards and curriculum</p>	<p>Coordination of activities in FATA</p>	
<b>1.2 Establishing Industry Specific Centres of Excellence</b>	<b>Current activities</b> No current activity					

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1.2.1 Establish sector specific training institutes and Centres of Excellence near to relevant industry	<b>Planned activities</b> PASDEC will prepare a scheme to construct an industry-specific “training and development centre”, in the Marble city being established in Mohmand	Plan developed and agreed  Resources available identified	PASDEC FATA Secretariat	PASDEC 100m over 5 years – but only planning and processing in first year		
1.2.2 Pakistani Centres of Excellence establish partnerships and links with reputed specific training facilities abroad	National coordination of international partnership approach		NAVTTTC coordinate			
<b>1.3 Increasing the role of the Private Sector</b>	<b>Current activities</b> Very weak industrial base FDA has done some work to operate a few Women Skill Development Centres on a PPP basis <b>Planned activities</b> FDA will continue to work with industries outside of FATA to train interns Operation of WSDC in FATA through PPPs will					
1.3.1 Support industry in delivering skills		1500 interns	FDA			
1.3.2 Encourage employers to expand the training aligned with nationally recognised qualifications.		8 centers	FATA Secretariat			
1.3.3 NAVTEC develops Public Private Partnerships with industry.						
1.3.4. Procure training from the private						

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sector, equipment and showcasing, Industry Sponsorship. 1.3.5 Support for Workplace Based Training, and apprenticeship	continue and the number of Centres increased Reactivated IMCs will work to involve private sector in TVET Institutes		FATA Secretariat FATA Chamber of Commerce and KP Chamber of Commerce			
<b>1.4 Reforming the Apprenticeship System</b>  1.4.1 Review existing Apprenticeship system against similar, successful programmes abroad, discussed with stakeholders and modified according to changing requirements of industry and for the benefit of the trainees.	<b>Current activities</b> Apprenticeship law not extended to FATA Interns/apprentices are sent by FDA to industries under a development scheme and outside apprenticeship law  <b>Planned activities</b> Develop linkages with local market and industries outside FATA to link training with on job experience Apprenticeship program being implemented by FDA will be expanded and linked with current development projects such as Dams	Target 1000 apprentices	FATA Civil Secretariat (Technical Education Department)  FDA			

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<p>1.4.2 Include trades for women.</p> <p>1.4.3 Encourage trade associations and industry groups to promote the apprenticeship system</p> <p>1.4.4 Bring apprenticeship training under NQF..</p>	<p>Extend current or revised Apprenticeship Ordinance to FATA</p> <p>Design program to train women in girls high schools and WSDCs as apprentices in health and education</p>		FATA Secretariat		Apprenticeship approach and law reviewed and revised at federal level – NAVTTC & federal Dept of Labour and Manpower	
<p><b>1.5 Encouraging Entrepreneurship</b></p> <p>1.5.1 Develop entrepreneurship modules</p>	<p><b>Current activities</b></p> <p>Some training, largely in Agriculture sector, through a program of Kushali Bank</p> <p><b>Planned activities</b></p> <p>Develop entrepreneurship modules</p> <p>Introduce modules as</p>	Entrepreneurship part	<p>FATA Secretariat &amp; FDA</p> <p>FATA Secretariat &amp; FDA</p>	0.2m		

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<p>1.5.2 Career guidance about self employment options and requirements.</p> <p>1.5.3 NAVTEC will also assist career guidance and job placement centres in developing linkages with microfinance institutes.</p>	<p>subjects in TVET</p> <p>Prepare action plan after studying projects designed by SMEDA for initiating micro business and Khushali Bank training programs</p> <p>Link training with micro finance institutions</p>	<p>of curriculum</p>	<p>FATA Secretariat &amp; FDA</p> <p>NAVTC</p> <p>SMEDA</p>			



Objective 2: Improving Access, Equity and Employability						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<p><b>2.1 Expanding geographical provision</b></p> <p>2.1.1 Establish at least one technical education institute in each district and at least one vocational training institute in each tehsil, ensuring a gender balance in provision (see NSS prioritisation of used buildings note)</p>	<p><b>Current activities</b></p> <p>Government Technical Institutions (GTIs) were established in 13 agencies/FRs in FATA</p> <p>6 GTEs operational with 535 trainees</p> <p>7 GTEs staffed but no enrolments</p> <p>FDA TE programs provided training in 29 market based trades to 3881 youth from FATA</p> <p>448 FATA youth completed on job apprenticeship</p> <p><b>Planned activities</b></p> <p>Training programmes will be conformed to the needs of the market as identified in TNA</p> <p>All institutions made operational</p> <p>New trades and</p>					

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	locations for institutions will be identified Analysis of effectiveness of institutional youth skill development programme implemented by FDA Trainees trained under the apprenticeship (field internship) program	1000	FDA			
<b>2.2 Making training delivery flexible</b>	<b>Current activities</b> WSDCs program administered by FDA is fairly flexible in training delivery Field internship program of FDA is needs based					

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<b>Strategies and Key Activities of the National Skills Strategy (NSS)</b>	<b>Provincial activities/projects in-progress or planned for 2012-2013</b>	<b>Targets for activities and projects in 2012 - 2013</b>	<b>Agencies involved in implementing activities and projects</b>	<b>Indicative costs/ current or potential funding source</b>	<b>Conditions required to enable activities to happen</b>	<b>M&amp;E mechanisms</b>
2.2.1 Flexible training delivery 2.2.2 Encouraging industry to make their facilities, equipment and expertise available for the delivery of realistic, workplace training. 2.2.3 Establish mobile training units 2.2.4 Adapt structure of training programmes to the needs of a wider range of learners and situations. 2.2.5 Give trainees the option of taking several shorter courses over an unstipulated period of time. 2.2.6 Offer block allocations and day release system where training combines classroom and workplace learning	<b>Planned activities</b> IMCs will carry out studies and work to encourage industries to make their facilities, equipment and expertise available for delivery of training Trainees enabled to take short term courses Methodology prepared for day release system and other flexible training delivery		FATA Secretariat FATA Chamber of Commerce		Security constraints limit possibilities	
<b>2.3 Focusing on skills for women</b>	<b>Current activities</b> 70 Women Skill Development Centres were established and funded through 20 development projects 44 WSDCs are operational	Annual target of training 1800 women/girls				

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<p>2.3.1- Increase awareness among female, their families, communities, and potential employers.</p> <p>2.3.2 Conduct research into new and emerging occupations with the potential for women's employment</p> <p>2.3.3 Introduce non-traditional courses for women</p>	<p><b>Planned activities</b></p> <p>Operation of WSDC in FATA through PPPs will continue and number of centres will be increased to 8</p> <p>Develop action plan for WSDCs based on TNA</p> <p>Start fully paid training programmes for girls with area specific orientation</p> <p>Develop model vocational centre for women</p> <p>Improve performance of cell in FDA for monitoring of women's skills and training programs</p>	<p>Plan available for funding</p> <p>Cell fully operational</p>	<p>FDA</p> <p>FATA Secretariat &amp; FDA NAVTTC</p> <p>FDA</p>	4.0 m		
<b>2.4 Training for disadvantaged groups</b>	<p><b>Current activities</b></p> <p>FDA is financing fully paid training programmes to trainees belonging to different agencies in FATA.</p>					

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2.4.1 Reservation of seats for disadvantaged groups, 2.4.2 Scholarships/stipends 2.4.3 Special training programmes 2.4.4 Establishment of Crafts Coordination Council	<b>Planned activities</b> Efficiency of fully paid training programmes will be analysed in particular to ensure courses market oriented Action plan prepared for adjustment 'Grant in Aid' will be implemented		FDA  FATA Secretariat & FDA NAVTTC	2.0m		
<b>2.5 Integrating Informal Economy Workers</b>  2.5.1 Recognition of Prior Learning  2.5.2 Imparting core skills such as basic literacy and numeracy 2.5.3 Entrepreneurship and self-employment programmes for Ustad-Shagird streams	<b>Current activities</b> Little activity  <b>Planned activities</b> Plan for RPL if a proper mechanism is developed and available Consider introducing mobile training programmes to train informal sector workers IMCs to progress this work		FDA/FATA Secretariat		Development of suitable RPL mechanism and tools nationally	
<b>2.6 Enhancing the mobility of skilled workers</b>	<b>Current activities</b> NAVTTC responsibility					

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<p>2.6.1 Develop an Information System which will collate international skills needs data which will be available to all TVET programme developers to formulate their programme and policy planning.</p> <p>2.6.2 Offer language courses including information on the social and legal structures of the host country.</p> <p>2.6.3 Organise in-site training in the country of work, to upgrade workers' skills,</p> <p>2.6.4 NAVTEC will establish institutional partnerships for international accreditation, joint certification and mutual recognition agreements.</p> <p>2.6.5 Introduction of internationally certified courses.</p>	<p><b>Planned activities</b></p> <p>System to be developed and profile of skills needed overseas generated</p> <p>Institutional partnerships established and international certification</p> <p>IMCs to introduce relevant training</p> <p>System devised to certify informally trained workers</p>		<p>NAV TTC</p> <p>NAV TTC</p>		National LMIS available	
<p><b>2.7 Providing career guidance and placement services</b></p> <p>2.7.1 Design comprehensive career guidance and job placement services at provincial and federal levels and in Centres of Excellence having links to microfinance institutes and incubators</p> <p>2.7.2 Train guidance and placement officers.</p>	<p><b>Current activities</b></p> <p>No LMI system at present</p> <p><b>Planned activities</b></p> <p>Create LMI wing at FATA Secretariat to undertake career guidance and job placement services</p> <p>Train guidance and</p>	FATA Secretariat		2.00m	National LMIS available	

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2.7.3 Develop Labour Market Information System (LMIS)	<p>placement officers</p> <p>Establish linkages with micro finance institutions</p> <p>Review work on guidance and placement done by FPCCI Karachi for adaptation and use</p>					
<p><b>2.8 Offering vocational education in schools</b></p> <p>2.8.1 Design a nationally uniform system of vocational education in schools.</p> <p>2.8.2 Revival of existing TVET system in schools</p> <p>2.8.3 Develop school and college qualifications that combine academic and vocational knowledge, which would be linked to NQF</p>	<p><b>Current activities</b></p> <p>Vocational education is provided in 53 schools up to Grade 8. Students are taught basic Electricity, Carpentry and Woodwork</p> <p><b>Planned activities</b></p> <p>Creation of a desk in the P&amp;D Dept: Civil Secretariat FATA to coordinate activities of Technical High Schools with TVET with the objective of increasing vocational education in schools</p> <p>Vocational education in schools to be studied</p>			<p>1.0m</p> <p>1.2m</p>	National policy development needs to occur	

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	<p>and program designed to extend training to students at Grade 9 and 10</p> <p>Curricula updated and capacity of teachers built, with a focus for boys on agricultural trades as well as technical trades</p> <p>Start vocational education for girls where there is a potential of employment, such as Healthcare and Handicrafts</p> <p>Start a joint venture of school system and vocational institutions through IMCs</p>	FATA Secretariat		4.0m		
<p><b>2.9 Improving the status of skills development</b></p> <p>2.9.1 Develop a communication strategy to enhance the reputation of TVET.</p>	<p><b>Current activities</b> None</p> <p><b>Planned activities</b> Develop media policy to focus on important skills, social awareness, success stories. Part of national campaign</p>		FATA Secretariat		Action should be in conjunction with national campaign	



Objective 3: Assuring Quality						
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<i>These are the objectives and key activities to achieve them that are in the NSS.</i>	<i>Based on current and planned work of provincial government and of other organisations</i>	<i>Expected targets and outcomes</i>	<i>Implementing agencies (Lead agency first)</i>	<i>Indicative costs of the planned activities and if available current or potential funding source</i>	<i>Organisational requirements, agreements, legislation and other pre-conditions, etc.)</i>	<i>Arrangements for monitoring and evaluation (govt (TEVTA), funding agency, other)</i>
<b>3.1 Streamlining Policymaking</b>	<p><b>Current activities</b></p> <p>TVET in FATA is being administered by 2 different authorities – the Directorate of Technical Education FATA Secretariat and the Skill Development wing of FATA Development Authority</p> <p>A study was conducted to make TVET in FATA more effective. It suggested that a FATA Skills Development Company (FASDEC) be considered. It would be governed by a Board of Directors with private and public sector stakeholders.</p>					

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3.1.1 Clarify role and mandate of various stakeholders 3.1.2 Formulate a comprehensive national TVET sector plan 3.1.3 Develop federal and provincial NSS implementation plans 3.1.4 Strengthen TEVTA/provincial /regional TVET Departments 3.1.5 Develop MIS, M&E and GIS for TVET 3.1.6 Introduce Tracer studies 3.1.7 Establish Labour Market Information System to support policy formulation for a competency based demand driven TVET	<b>Planned activities</b> New FASDEC or some other new improved organisational arrangement for better linkages and coordination put in place Objectives of new organisation to be: - manpower restructuring of current TVET – upgrading and restructuring of existing TVET Institutes – establishment of new TVET institutes – establishment of office placement and industrial linkages – offering of specialised training for overseas jobs through institutes		FATA Secretariat & FDA	4.0m	Fragmentation needs to be reduced	

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<b>3.2 Establishing a National Qualifications Framework</b> 3.2.1 Formulate NQF 3.2.2 Implement NQF in phased manner	<b>Planned activities</b> Development will be lead by NAVTTC and Provincial TVETAs & involve other public/private sector stakeholders eg IAGs, IMCs		NAVTTC TEVTAs involved		NAVTTC to lead development and coordinate implementation	
<b>3.3 Registering and Accrediting Institutes</b>  3.3.1 Develop criteria for Institution assessment, 3.3.2 Establish an accreditation body in the country	<b>Current activities</b> Development will be lead by NAVTTC and Provincial TVETAs & involve other public/private sector stakeholders eg IAGs, IMCs  <b>Planned activities</b> Establishment of FASDEC or like organisation will be examined to produce better linkages & coordination  IMCs fully operational and autonomous with support from TVETA		FATA Secretariat & FDA		Registration provincial responsibility, accreditation federal. NAVTTC to coordinate all of it	

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<p><b>3.4 Reforming the management of training institutes</b></p> <p>3.4.1 Increase capacity of training providers            3.4.2 Create incentives for better performance of TVET institutes            3.4.3 Introduce financial autonomy and accountability            3.4.4 Train managers and principals in terms of TVET reform            3.4.5 Reform and revamp the selection process of managers.</p>	<p><b>Current activities</b></p> <p><b>Planned activities</b>            Increase administrative and financial autonomy of Principals of institutions            Capacity building for Principals and Heads of Departments            IMCs fully operational and autonomous with support from TVETA            Prepare plan to introduce performance based evaluation of staff and make system incentive based</p>	<p>Plan developed and commence implementation</p>	<p>FATA Secretariat</p>		<p>National coordination and support from NAVTTC for capacity building and approach</p>	
<p><b>3.5 Training Instructors</b></p>	<p><b>Current activities</b></p> <p>There is no exclusive facility for the training of instructors in FATA            Instructional staff in TVET institutions are posted by secondment from DG TE &amp; MT            106 posts for</p>					

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<p>3.5.1 Introduce(1) upgrading knowledge in new technologies, critical for new and/or emerging sectors; (2)upgrading teaching and assessment skills in competency based training</p> <p>3.5.2 Develop competency standards for teachers and assessors</p> <p>3.5.3A comprehensive trainers and assessors training programme will be introduced</p> <p>3.5.4 Establish a further training system for teachers combining workplace experience &amp; professional development.</p> <p>3.5.5 Incentives to attract qualified, experienced people into TVET teaching.</p> <p>3.5.6 Strengthen staff training institutes.</p> <p>3.5.7 Link staff training institutes with centres of excellence</p> <p>3.5.8 Develop Instructors' Qualifications Framework</p>	<p>instructional staff sanctioned out of which 42 positions are vacant</p> <p><b>Planned activities</b></p> <p>Vacant positions for instructional staff to be filled</p> <p>Relevant staff posted against position, not seconded</p> <p>Staff training institute established at Jamrud alongside GTI/GPI Jamrud or Ekkaghund</p> <p>Instructor training of FATA personnel will be coordinated with TVETA KPK</p> <p>Capacity support to training faculty provided through affiliations and exposure visits</p>		<p>FATA Secretariat</p> <p>FATA Secretariat &amp; FDA</p>	<p>80m over 5 years – scheme design and preparation only in first year</p>	<p>Need to increase capacity and capability of national teacher training facilities through NAVTTC</p> <p>Standards for teachers need to be developed nationally by NAVTTC</p> <p>Need pre &amp; post service training for teachers</p>	

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<p><b>3.6 Undertaking Research</b></p> <p>6.6.1 Develop an information and knowledge management system, where information related to skills' needs, best practices in skills development and emerging trends that different agencies generate, can be channelled, collated, analysed and shared.</p> <p>6.6.2 The government should develop its own capacity to conduct research, facilitate other organisations involved in research relating to skills development, as well as commission specific research reports and analyses.</p>	<p><b>Current activities</b></p> <p><b>Planned activities</b></p> <p>Studies conducted on TVET in FATA will be analysed by both FATA Secretariat and FDA and a joint action plan prepared</p> <p>Establish a research unit in FATA Secretariat</p>		<p>FATA Secretariat &amp; FDA</p> <p>FATA Secretariat</p>		Needs to be national research capacity coordinated by NAVTTC	