

SKILLS DEVELOPMENT PLAN (GILGIT- BALTISTAN)

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TVET Reform Support Programme



GOVERNMENT OF GILGIT-BALTISTAN
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SKILLS DEVELOPMENT PLAN

GILGIT-BALTISTAN (GB)

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.

The province of GB has developed this **skills development plan (SDP)** in order to set out the actions needed to improve the skills and employability of people within the province. The plan targets the specific skills development requirements which will allow GB 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 18th 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 the 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 GB SDP translates the NSS into concrete activities for the province. TVET programmes are implemented under different Government Directorates, CSOs, CBOs, private companies, or through projects. The SDP identifies existing actions undertaken by these agencies, and assesses them in the light of provincial skills needs 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 annual action plans. Each activity sets annual targets so that progress can be monitored.

This document has been prepared by TVET stakeholders in GB, led by the Department of Industries and Manpower of GB Government and Aga Khan Rural Support Programme (AKRSP) through its CIDA funded "Enhancing Employability and Leadership for Youth Project", by organizing a series of consultations, facilitated by national consultants. A participatory methodology was adopted involving consultations with key stakeholders, including relevant public sector agencies, civil society organizations (CSOs) and representatives from the community and private sectors. Key documents reviewed included NSS, Gilgit-Baltistan Education Strategy (GBES), Gilgit-Baltistan Economic Report (GBER), and other relevant reports and available documents. 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 SDP consists of three parts:

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

Like all other plans, the 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 provincial needs and cause actions to be taken where there are priorities and gaps.

The main objective for this plan is, therefore, to stimulate skills development actions in GB.

PART 1: SUMMARY 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, AJK 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:*

- **Undertake labour and employer demand surveys** to assess industry needs within and outside GB for local workforce (AKRSP/Department of Manpower and Industries)
- **Adapt curricula** from other progressive provinces and enrich it according to its needs (All TVET agencies)
- **Design short courses for enhancing agricultural productivity and value added** /processing (KIU/DOA/AKRSP)

1.2 *Establishing industry specific centres of excellence*

- **Prepare ground work for Gems and Jewellery** centre of excellence (RF to take the lead)
- Conduct feasibility for Ecotourism services school (GB Tourism Department)

1.3 *Increasing the role of the private sector*

- Include private sector players in TVET governance (Secretary, department of Manpower and Industries)
- Create and support lead enterprises in TVET in the private sector (AKRSP)

1.4 *Reforming the apprenticeship systems*

- **Launch a small research project to document constraints and opportunities in reviving Apprenticeship Law** (Department of Manpower and Industries)
- Integrate soft skills with hard skills and entrepreneurship for employability in all TVET programs (all TVET agencies)
- Streamline procedures and increase the scope of existing internship programs implemented by various CSOs (AKRSP)

1.5 *Encouraging entrepreneurship*

- Support existing TVET providers with BDS (AKRSP/KIU)
- Create a **web-based career guidance service** (AKRSP/ Working Group)

1.6 *Mainstreaming Madaris in TVET activities (not provided in NSS structure)*

- Engage with Madrasa administrations, and develop feasible training products and services for them (Nanga Parbat Foundation)

Objective 2: Improving Access, Equity and Employability

2.1 *Expanding geographical provision*

- Undertake a scoping exercise for the above (AKRSP)
- Improve geographical coverage at district and Union Council levels with gender considerations (all TVET providers).
- **Establish an additional Polytechnic institute for Women (P&DD)**

2.2 *Making training delivery flexible*

- Identify under-utilized public buildings to be used as satellite TVET centres (Department of Manpower and Industries)
 - **Consolidate mobile & community based training** (all TVET providers)
- 2.3 *Focusing on skills for women*
- Design special training projects to integrate women in emerging sectors and new trades (all TVET agencies)
 - **Workshops organized for CSOs, TVET experts, government and private sector players on mainstreaming women in TVET activities** (Working Group)
- 2.4 *Training for disadvantaged groups*
- **Zakat Authorities and BISP Regional Directorate are assisted to develop relevant training programs (BISP/ Zakat Authority/ CSOs)**
- 2.5 *Integrating informal economy workers*
- Associational activities promoted for informal economy workers (AKRSP)
 - **Create linkages with state and private sector social protection services** for informal economy workers, such as EOBI, micro insurance, public housing, and adult literacy (Department of Manpower and Industries)
 - Create transitional steps from *ustad shagirdi* to entrepreneurship & self-employment (P&DD/ Department of Manpower and Industries)
- 2.6 *Enhancing the mobility of skilled workers*
- Develop business links with private placement institutions (AKRSP/ Department of Manpower and Industries)
 - **Identify willing partners overseas, and borrow their standards, with the help of NAVTTC and donors** (AKRSP)
- 2.7 *Providing career guidance and placement services*
- Career guidance and job placement services are integrated with all training programs (all TVET agencies)
 - GB will adapt national LMIS with the help of NAVTTC (all TVET agencies)
- 2.8 *Offering vocational education in schools*
- Vocational education integrated in all types of schools and madrasas (Departments of Education and Manpower and Industries)
 - GB to participate in the national programme for integrating vocational training with general education (Departments of Education and Manpower and Industries)
 - **GB to develop a proposal in consultation with GB-DOE for integrating TVET with general education stream**
- 2.9 *Improving the status of skills development*
- **Public education and awareness will be promoted with the help of CSOs, LSOs and CBOs** (AKRSP, other Development Organizations)
 - GB will work with GIZ and NAVTTC in developing communication products (Working Group)

Objective 3: Assuring Quality

3.1 Streamlining policy making

- Groundwork prepared for creating GB-TEVTA (department of Manpower and Industries/ Working Group)
- **In the interim Working Group will facilitate implementation of NSS action plan in GB (Working Group)**

3.2 Establishing a National Qualification Framework

- GB will provide its input to NAVTTC in NQF development (working group)

3.3 Registering and accrediting Institutes

- No activity planned

3.4 Improving the performance of training institutes

- An **inventory** prepared of all agencies, currently engaged in TVET service provision in various fields and at different levels (working groups)

3.5 Training instructors

- **Training of trainers** to be a priority area for GB (all TVET agencies)
- Capacity support to master trainers in selected sectors through affiliations and exposure visits (all TVET agencies)

3.6 Undertaking research

- Working Group will **identify new research areas and assist** relevant agencies to conduct studies in their domains (Working Group)

Priorities and relationship to the NSS: The NSS provided a “Framework” for integrating diverse and fragmented TVET activities in a plan. This is relevant because GB as a new province needs new policy initiatives and good planning tools.

The TEVT activities envisaged in this Plan represent only the initial steps for creating a robust and tailor made system with capacity to strategically plan TVET activities for emerging opportunities in the area, including the planned public sector projects, such as big dams, trade and transit and other high potential sectors already identified. These activities are consistent with NSS objectives and national priorities.

The plan reflects GB priorities in the form of a devolved but relevant skills development agenda, based on the area’s comparative advantage, and the considerations of equity and gender balance. The plan calls for a market driven approach, and incremental improvements in TVET services in terms of quality, relevance and coverage. The provincial priorities reflected in this plan are within the NSS scope. They are particularly relevant to the reforms under objectives two and three, covering access and technical and institutional capacity building. The TVET system in GB is not formally organized, so many of the NSS’ expectations from the formal sector may not be realistic to achieve in GB. On the other hand, many of the flexible and non-conventional approaches, such as flexible work-based training and community based training, provided in the NSS to improve performance, and may be easier to carry forward in GB. However, the key advantage of this plan is that it will integrate the small and informal TVET sector in GB with national mainstream.

Overall, the activities in the plan will lead to reducing the volume of work, by removing duplication and repetition. Most of the planned activities fall within the working capacities of relevant agencies and their plans. So no extra work is anticipated.

Economic implications: The plan clearly responds to social and economic development trends and opportunities GB. A number of mega projects are planned in GB, including Diemer-Basha Dam, Bunji Hydropower project, upgrading of airports and KKH, and construction of new towns for displaced settlers and creating medium cities and city authorities. The local government is struggling to prepare local workforce for these projects, and needs support and assistance. In recent years, rapid progress has also been made in the gems and jewellery sector. A major source of semiprecious gemstones, GB is exporting poorly mined raw gems. With good potential for local value added, a number of public and private development organizations have invested in local training facilities in cutting faceting and jewellery making. A major comparative advantage of GB is its tourism potential, particularly trekking and mountaineering. Once a thriving sector, providing direct and indirect employment to some 20,000 people, tourism has almost died out, except for hard-core mountain adventure tours. The key interest is to keep this sector alive for the long term, and invest in improving outfitting services.

Some other strengths of GB for economic growth and employment include:

- Comparative advantage of geography and climate for growing high value temperate crops and marketing with a mountains specific value (natural, organic, fair trade)
- Untapped natural resources, such as water for irrigation, hydropower, and mountain landscape and scenic areas for tourism
- Relatively educated and young workforce, and increasingly high quality human capital
- Emerging opportunities for trade and commerce with China and Central Asia and uptrends in the flow of remittances to the area
- Emergence of information technology sector for overcoming the physical isolation and access
- Political autonomy and self-governance for context-specific research and development, planning and skills development

The plan suggests to utilise these strengths.

Policy, regulatory, funding, infrastructure and implementation issues: The plan takes into account current resource constraints. The financing strategy essentially promotes optimisation of resources available with government and development organizations, such as AKRSP which is implementing a sizeable youth employability project that includes almost all aspects of this plan, except constructing new centres. Activities budgeted in the public sector agencies are already in their current scope and budgets. Increasingly, public sector agencies have very limited resources, often just enough to pay for salaries and overheads, but little money for operations. On the other hand, development organizations can manage to keep their overhead budgets low and have more money for operations. With a good division of labour for implementation, the government agencies can focus more on policy reforms and technical services, and CSOs and private sector on time-bound funded activities.

This plan recommends small operational budgets for the “TEVTA” or their counterparts to leverage the technical capacities available with state sector agencies. Just because there is no budget for a workshop or a meeting involving travel and accommodation of participants, important policy decisions can be held up for months. Small targeted grants for policy and professional dialogue among expert groups would be a strategic investment.

Organisational issues: At present, GB lags far behind the rest of the country in technical and vocational skills training. Although, many agencies are involved in technical training in both agricultural and non-agricultural areas, most are at a basic level. There is also no formal mechanism for TVET coordination and management. Existing skills development activities are planned and implemented by a variety of independent actors. Administratively, the Department of Labour, Manpower and Industries has the pro forma responsibility for regulating TVET activities. However, the Department lacks capacity and resources to plan and implement specific strategies and actions.

The government of GB is investing in its first technical and vocational training institute. Resources have been budgeted to start its construction in the 2012-13 budget year. Line Departments, particularly the departments of Agriculture and Livestock has been imparting a variety of technical skills to farmers to increase production and processing of agricultural products.

Youth employability and entrepreneurship is a major CSO project, led by AKRSP and implemented in partnership with government, community organizations and the private sector. The project is funded by CIDA and it aims to improve labor markets for local youth. Department of Welfare and Women’s Development is running some 60 centres in GB and provides stitching and embroidery training to young women. They need support in design and marketing services. Maraufi Foundation (MF) is sponsoring a limited number of young men from poor families in remote villages to get TVET training in selected institutes in mainland Pakistan. Benazir Income Support Program (BISP) has a nation-wide skills training program for deserving men and women to acquire productive skills. The Aga Khan Planning and Housing Service (AKPBS) trains people in energy efficient and earthquake resilient construction techniques. The Aga Khan Culture Service (AKCSP) trains women in non-traditional sectors, such as masonry and woodworks, survey and design and restoration of historic buildings. A number of CSOs, private Foundations and private companies are providing training in

improving the productivity of natural resources, from agricultural extension to post harvest, processing and marketing.

In order to improve the organisation of TVET in GB, the plan recommends formalising the technical working group established for this purpose until a more formal structure, such as a TEVTA is being established.

PART 2: PROVINCIAL SKILLS DEVELOPMENT PROFILE

Gilgit-Baltistan is part of a larger region that is in dispute between India and Pakistan. It stretches over a large and difficult area of 72,400 sq. km, bordering on Afghan-Wakahn and Western China in the north and northeast, and the Indian administered Kashmir to the east. In the south and west, it joins with AJK, and the Kohistan and Chitral districts of KPK. GB has a fragile mountain ecology, with difficulties of access, extreme climatic conditions, and marginalization. Due to its difficult topography and poor infrastructure, access to the area is problematic.

Recently, GB has received greater political and administrative autonomy from the controlling Centre, and reconstituted as a devolved administrative unit with the status of a de facto province. However, full constitutional rights with representation at the National Assembly, Senate and Inter-Provincial Council of Economic Interests, the long-standing demands of the GB people, are still unresolved issues. Another recent development is the 18th Amendment to the Constitution of Pakistan, devolving several ministries to the provincial level, including key ministries, such as Food and Agriculture, Environment, Education and TVET. This has created new challenges for all provinces, but more so for GB.

The GB Government is headed by a Chief Minister, supported by a Cabinet of Ministers, chosen by the Gilgit-Baltistan Legislative Assembly (GBLA). The Central government is represented by a Governor. GB has its own High Court and a Supreme Appellate Court. Administratively, GB is divided into two Divisions, Gilgit and Baltistan, which are further divided into seven districts: Astore, Diamer, Gilgit, Ghanche, Ghizer, Hunza-Nager and Skardu.

A good practice of GB is the ability of its **stakeholders to work together and share the responsibility for local development**. The Aga Khan Development Network (AKDN), particularly Aga Khan Rural Support Program (AKRSP) is a major partner in local development and has been supplementing and complementing the efforts of the Government in a number of sectors. The main support comes in the form of mobilizing communities for cooperative action, or what may be called "direct action", for local development. The communities also receive co-financing to undertake local initiatives, such as small infrastructure, rural electrification, health, education, water and sanitation, disaster management, agricultural technologies, microfinance and micro enterprise.

2.1 Economic Growth, Employment and TVET

Economic opportunities and employment

GB has an estimated **population** of 1.2 million. The population is growing at a rate of 2.47% and almost 60% of the population is below the age of 25. Despite rapid growth of urban areas, the population remains largely rural, with significant but undetermined seasonal and more permanent outmigration trends. Like in other parts of the country, high population growth has led to youth employment being a major priority for GB.

Although, precise figures on **unemployment** are not available, it is estimated to be in excess of 20%. High unemployment, particularly among the youth, remains a major problem. Given the current high population growth rate, about 600,000 people are expected to join the work force in the next 10 years. It is estimated that employment opportunities in the private sector will need to triple over the next ten years to keep unemployment at manageable levels.

Roughly 80% of the population is engaged in **subsistence agriculture** and meets about 50% of the food needs in the area. Landholding is small, averaging only about 0.75 ha per family. The land-use is dominated by cultivation of food crops, fruit growing, livestock rearing and agro-forestry. Only about 2% of the total land area is cultivable. Of this, only one per cent is already in use, the remainder could be brought under cultivation if supply of irrigation water could be ensured. Approximately 4% of the GB area is under natural forests and 52% under rangeland. Agro-forestry (6% of land area) and horticulture are other important uses of land. Diversification within and out of agriculture is now a growing trend, forced by ever diminishing landholdings through division and sub-division of family farms in successive generations, and a growing number of children going to school, who previously contributed to family labour. Cultivation of high value crops is increasing, especially in villages nearer to main roads. These cash crops include seed potato, apricots, walnuts, apples, and

cherries, which are marketed in local and national markets, and small quantities are even exported under fair trade certification. Scope exists for expanding the production of these and developing similar other high value products, such as grapes, vegetable seed, and some medicinal plants.

Tourism was once a thriving industry, but it has now collapsed due to worsening law and order situation and negative image of the country outside. Manufacturing industry is almost non-existent, and private businesses consist of small workshops, general trading and limited services.

Per capita income is low at less than half the national average; poverty rate is high, particularly at higher, single cropping valleys. Roughly speaking, more than half of the household income comes from the non-farm sector, including a growing portion from remittances. In aggregate terms, more than 34% of the population is believed to be living below poverty line, though there is considerable variation across the region.

GB depends on the federal government for almost all of its fiscal needs. Public funding for GB has been increasing over the years, but development needs are still greater. Government's capacity to deliver services to remote areas is not only hampered by funding shortages, but also by other constraints limiting good service delivery.

Despite many constraints, there are **opportunities for promoting broad-based growth** in GB. New opportunities are emerging with improved access to markets and sources of new knowledge and technology through an expanding network of roads and telecommunication services. Large public sector investments are planned to develop water, energy and mineral resources of the area. The proximity with China offers potentially huge opportunities, not just in trade and commerce, but also for training and technology transfer. All this makes it possible to create new sources of income and employment by developing promising value chains, small enterprises, and services. However, these opportunities can only be realized through a well trained workforce, not only in technical and vocational occupations, but also in entrepreneurial, management and organizational skills.

In terms of its **natural resource development potential**, GB is a sustainable goldmine for clean energy generation, and it is believed to have large deposits of rich mineral resources. As the northern tip of the North-South Trade Corridor, linking China and Central Asia with the Arabian Sea, GB can also be a hub for trade, transit and travel (border economy). Another winning strategy would be human capital development through relevant and targeted technical, vocational, professional and entrepreneurial skills training, because GB already has a literate workforce and an edge in education. The forth area is natural and cultural products, such as speciality food and value-added agriculture, nature and culture-based tourism, jewellery and crafts, using natural stones and colours. A fifth is ICTs.

Following are some of the **strengths of GB and growth opportunities for income and employment**:

- Comparative advantage of geography and climate for growing high value temperate crops and marketing with a mountains specific value (natural, organic, fair trade)
- Untapped natural resources, such as water for irrigation, hydropower, and mountain landscape and scenic areas for tourism
- Relatively educated and young workforce, and increasingly high quality human capital
- Emerging opportunities for trade and commerce with China and Central Asia and uptrends in the flow of remittances to the area
- Emergence of information technology sector for overcoming the physical isolation and access
- Political autonomy and self-governance for context-specific research and development, planning and skills development

The growth strategy of the GB government is to expand and accelerate the **role of the private sector** in developing GB's strategic resources, and to engage with the civil society organizations to ensure access and equity in social and economic opportunities. The strategic resources of GB are many but two are worth note from a TVET perspective.

GB is a **major source of semi-precious stones**, which are exported in raw form. The gems sub sector has huge potential for rural employment, especially for girls with basic education, whose mobility is limited. Therefore, a

centre of excellence can integrate and develop all manner of skills needed in gems and jewellery sector, from sustainable mining to well-designed finished products for high-end markets. This is a priority TVET activity for GB.

Similarly, GB is a **heaven for mountain lovers** and every year about a hundred climbing and trekking expeditions come to GB, never minding the difficulties of securing a visa and traveling on broken and increasingly unsafe Karakorum Highway. They hire thousands of porters, cooks and sardars on their expeditions, and indirectly contribute to transportation, hospitality and other jobs. GB is already losing market share to tourist friendly countries with comparable mountains and good services. GB has to upgrade the quality of its outfitting services, which requires a world-class hospitality and adventure tourism services school. Thus a Mountaineering Services School is proposed as a second centre of excellence. Both will be created under a public-private partnership arrangement. They will take time to establish, but they are relevant from both demand and supply perspectives. Contacts with relevant global centres of excellence will be established, gradually.

Being a remote area and a recently constituted de facto province, there are still many **constraints for private sector development**. Key problems include a policy vacuum, poor infrastructure, lack of entrepreneurship, and low quality of skills training. However, the government is committed to addressing these bottlenecks. For instance, the federal government is planning to build Diamer-Bash Dam and Bunji hydropower project, which together will generate more than 10,000 MW of clean energy, and employ tens of thousands of workers, both during construction, and after completion in industries supported by these projects. Under an agreement between the governments of Pakistan and China, the improvement and upgrading of the Karakoram Highway (KKH) is currently underway. Once completed, the Highway will allow container trawlers to drive from the Pak-China border, all the way to the Gawader deep seaport in Baluchistan, which has been built with Chinese assistance to serve the landlocked countries of Central Asia and western region of China. Also, the planned upgrading of the Skardu airport, in particular the addition of an international terminal will allow direct flights from regional hubs, and attract chartered flights from tourism originating countries. All these investments are expected to remove key constraints for private sector investment, and create more opportunities for income, enterprise and employment generation.

The following **five industry clusters**¹ have been selected for providing potential for economic development and employment creation.

- Renewable energy, including hydropower and solar energy, as a catalyst
- High value horticulture, including apricots, cherries, grapes, walnuts and almonds, especially for border trade with China
- Construction and stone craft (marble, granite, onyx, construction stone, plumbing, masonry, carpentry, electrician), and mining, cutting and polishing of gemstones; and jewelry, and.
- Lifestyle (handicrafts, embroidery, wood craft, art etc) and services in a range of fields, including trade, commerce and transportation, handicrafts, culinary, hospitality and tourism; childcare, paramedics and automobile and home appliances repairing
- Information and communication technology.

These industry clusters are geographical concentrations of competitive firms in related industries that do business with each other and that share needs for common talent, technology, and infrastructure. The skill areas and jobs relevant to these industry clusters would include technicians and supervisors for many areas, from construction and maintenance of dams and agro-processing units, to producers, processors and quality controllers in supply chains of speciality food and lifestyle products, such as cherries, organic food and ethical jewellery. Creating relevant skills in related industry clusters would catalyse competition, which is how the TVET sector would become dynamic and market oriented.

The cluster approach is based on Harvard Business School professor Michael Porter's research on clusters of related industries that are the primary source of jobs, income, and growth.

Competency based training would ensure high quality technical services for these industry clusters, which would create more jobs and more business opportunities. Therefore, in GB, a clustering approach will be promoted to achieve the twin objectives of industry-led growth and TVET integration. As a first step, the Working Group (as a precursor of a formal TVETA in GB) would produce a follow up Action Plan for industry clustering, and would seek technical support from partners.

Social development needs, related employment opportunities and skills needs

GB has seen **considerable social progress** over the last two decades. There have been impressive achievements in literacy rates, in poverty reduction, and increased status and opportunities for women. Rural incomes have approximately doubled in the last ten years. Access to health and educational services has increased substantially. However, there are still significant disparities across different parts of GB as well as within socially diverse groups. The social development indicators are relatively better in valleys traditionally served by social sector agencies of AKDN.

About **72% men and 52% women are literate and numerate** in GB. Thirty years ago (1981), the female literacy rate in GB was under 3%, compared with 16% for Pakistan as a whole. The 1998 Census indicated an overall literacy rate of 38% (males 44%, females 21%). The current figures show not only a remarkable improvement in overall literacy, but also a narrowing of the gender gap. The literacy rates now surpass national literacy levels, which is quite a remarkable achievement for a remote area.

The **social and economic status of women** still remains a major issue in these traditional societies. Women are still excluded from higher educational and employment opportunities in a large number of valleys and they are almost entirely excluded from the formal economy and business sector. Mainstreaming women in the overall development process through economic, social and political empowerment remains a major challenge. The role of CSOs and CBOs is crucial in promoting this goal.

Social development needs of GB are growing and would create demand for human services in the form of skilled workers in a range of fields, including child care and old age care, early childhood development, rural health workers and health technicians. Opportunities also exist to link up with social protection systems, such as Benazir Income Support Program (BISP), which plans to train some 37,000 deserving people in locally relevant skills under its two components, Wasila-e-Haq (rightful means) and Wasila-e-Rozgaar (means of employment). Similarly, Zakat Authorities can be assisted in developing similar products for ultra-poor groups, which it looks after.

The general assessment is that **TVET/skills provision in GB is extremely weak and at a basic level**. The economic and social development potential of GB is very promising. The planned renewable energy projects, alone, would create thousands of jobs for which local workforce is not prepared. TVET has so far been a neglected domain and formal institutions either don't exist, or are very weak. This gap has been filled to some extent by CSOs and private Foundations. They have been imparting community based training to men and women in a wide variety of locally relevant fields, to boost productivity and improve prospects for employment. A salient feature of these CSO sponsored capacity building programs has been their ability to include and train men and women who were not literate. Training programs aimed at improving the management and value addition in crops, livestock, forestry and handicrafts are noteworthy examples of CSOs' role in expanding the base of vocational skills in the region.

In the public sector, the **Women Development and Social Welfare department are running some 60 vocational training centres for women**, which have trained a large number of rural and urban women in sewing and embroidery skills. The GB government has recently approved a PC1 for building its first Polytechnic Institute at Gilgit. In the private sector, the Karakoram Technical Institute in Gilgit, and Baltistan Technical and Vocational Training Institute at Skardu are the only TVET institutes providing 3 year diploma courses. NAVTTC's Regional office in GB, Department of Minerals, the Pakistan Gems and Jewellery Development Company (PGJDC), and Planning and Development Department's Door Step Program for women's employment are other providers of TVET services.

In the **absence of local training facilities, a small number of young men receive sponsorships** from government and private foundations to receive training in other provinces. Generally, the young people from GB perform well in their training and complete the training in time.

The people of GB are acutely aware of the value to educate their children. As much as 20% of household income—highest after food—is spent on children’s education, both girls and boys. However, after secondary and higher schooling, most families are unable to support higher education of their children. As there are few opportunities for technical and vocational education and training, young men head for cities in search of jobs, while the girls remain at home, and their precious productive years are wasted.

This plan recommends collaborative actions to prepare workforce for emerging opportunities. The cluster-led TEVT approach proposed here is to create a competitive and dynamic economy that generates jobs with upward mobility. In the long-term, GB can be a net exporter of high quality human capital.

2.2 Organisation and management of skills development

As a new province, the GB government has only now started to develop specific **policies and procedures** for priority sectors. The GB government (assisted by Aga Khan Education Service) had developed its Education Strategy in 2008, but a formal TVET Strategy does not exist. TVET has emerged as one of the priority sectors for GB government, especially after the last elections. The big political challenge is to create jobs. The basic approach followed by the GB government is to promote this sector in collaboration with the private and civil society partners. The long-term policy objective is to develop competency based technical and institutional capacities, while using nationally and internationally accepted standards. However, until such capacities are available, the GB will avail high quality skills development facilities elsewhere in Pakistan.

Government skills development services are limited to basic level vocational skills for women, such as sewing and embroidery. There is also no formal mechanism for **TVET coordination and management**. Existing skills development activities are planned and implemented by a variety of independent actors. Administratively, the Department of Labour, Manpower and Industries has the pro forma responsibility for regulating TVET activities. However, the Department lacks capacity and resources to plan and implement specific strategies and actions.

To support it in its work, the GB Government is in the process of notifying a **TVET Working Group** under the umbrella of the Department of Industries and Manpower, comprising of representatives from relevant civil society and private sector stakeholders. This document is the first output of the Working Group, which is in the process of being formally notified, after which it will work as an interim entity until a formal TEVTA is created, as in other provinces.

A unique feature of GB is the ability of the government, CSOs and communities to work in a collaborative manner. The government is very supportive of the civil society sector and almost all line departments promote community involvement in their plans and projects. This partnership is particularly prominent in the domains of natural resources management livelihoods related skills, social services, infrastructure, financial services and market linkages, and in developing related management and organizational skills. Although these programs offer very basic level skills, but their outreach and coverage is extensive, and impact impressive in terms of increased productivity in small scale agriculture and social services for women and other marginalized groups.

CSOs carry out a rigorous training needs analysis, concentrating mainly on improving livelihoods and enhancing productivity. Training is also used as a mechanism for cash transfer to poor households as substitution, not compensation, for wage loss because of participation in training. This approach helps in better targeting of poorest groups and achieving scale and broad impact.

The scale of this informal TVET system can be imagined by the fact that AKRSP alone has trained more than 50,000 individuals, both men and women in a variety of disciplines relevant to rural economy of GB, and the neighbouring Chitral. For instance, there are thousands of trained community based extension workers; village

and valley level accountants (managing community based savings and micro-credit programs); livestock, poultry and marketing specialists, and trained community birth attendants, volunteers, community leaders and activists, providing vital services to their communities. Other examples include a large adult literacy program, a community based health care training project, and rural ICT training, jointly implemented by government agencies and CSOs in a public-private partnership mode.

Objective 1: Relevant Skills for Industrial and Economic Development						
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/funding sources	Conditions required to enable activities to happen	M&E mechanisms
1.1 Introducing Competency Based Training	Current activities No activity in CBT					
1.1.1 Establish sector specific Industry Advisory Groups (IAG).	Planned activities - Undertake labour market and employer demand surveys - Promote industry clusters: energy, horticulture, stonemasonry/ construction, lifestyle/ services & ICTs	- Labour Market study and analysis - Concept paper on industry clusters	AKRSP GB Government	CIDA funded Youth Development Project—grant No budget required	Included in approved Project Implementation Plan (PIP) Chief Secretary's approval	AKRSP Monitoring Reports Notification
1.1.2 Develop competency standards.	Coordinate with NAVTTC	NAVTTC includes GB needs in national competency standards	Department of Labour and Industries and NAVTTC	Federal/NAVTTC or donor funding for national standards and curriculum Internal budgets	Included in NAVTTC mandate	NAVTTC Reports

1.1.3 Develop competency based curricula. 1.1.4 - Develop assessment guidelines 1.1.5 Develop teaching/learning material and course contents	Select priority sectors and trades, both for local and external labour markets Adopt curricula, assessment guidelines and content from progressive provinces and adapt according to GB needs	CBT courses are adopted for priority areas, such as: - Post-harvesting & processing of high value horticulture; - Gems and jewellery/ - Construction - Human and social services	All TVET providers	Internal budgets	Bilateral service agreements	Training prospectus' of TVET providers
1.2 Establishing Industry Specific Centres of Excellence	Current activities Scoping and prioritizing					
1.2.1 Establish sector specific training institutes and Centres of Excellence near to relevant industry.	Planned activities Planning steps initiated for CoEs in: - Gems and Jewellery - Ecotourism services	Concept notes available on COEs	- Department of Tourism - Rupani Foundation (RF)	Funding proposals	Approval by GB Government Approval by RF Board of Directors	Planning and Development Department (P&DD), GB Board of RF
1.3 Increasing the role of the Private Sector	Current activities - Private sector is small with little contribution in TVET activities - CSOs are involved in delivering skills in both productive and social sectors					
1.3.1 Support industry in delivering skills 1.3.2 Encourage employers to expand the training aligned with nationally recognised qualifications. 1.3.3 NAVTEC develops Public Private Partnerships with industry. 1.3.4. Procure training from the private sector, equipment and showcasing, Industry Sponsorship. 1.3.5 Support for Workplace Based Training, and apprenticeship	Planned activities -- Private sector players to be included in TVET governance - Public sector agencies incentivized to expand their services through PPPs - Involve private sector in curriculum development through consultation	At least three partnerships established	- Line Departments - Serena Hotel, - Karakorum Natural Resources (KNR) - Mountain Fruit LTD - Management and Boards of Private companies and CSOs	Internal budgets of participating entities	Bilateral agreements Internal approval	TVET data in Annual Reports of participating agencies Working Group work plan

1.4 Reforming the Apprenticeship System	Current activities Not directly on apprenticeships Soft and hard skill development program					
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.	Planned activities Document current constraints and opportunities to implement key provisions of 1962 Law Coordinate and learn from national and international good practices	Recommendations for the implementation of the Apprenticeship Law in GB At least 3 new initiatives undertaken based on new learning	Department of Labour and Manpower AKRSP, RF, KADO, Rumi Academy of Arts and Crafts	Internal budgets	Apprenticeship approach and law reviewed and revised at federal level – NAVTTC & federal Dept of Labour and Manpower Approval by: - Secretary, Labour Department - Program Manager, Market Development AKRSP - Approval by the management of participating organization	Annual Reports of Labour Department and AKRSP Annual Reports by participating Organizations
1.4.2 Include trades for women.	- Gems cutting, food processing polishing, Jewellery; wood works, ECD, and construction, etc.	Existing courses enriched	DOA, AKRPS, KADO, RF	Internal budgets	Included in approved work plans of participating organizations	Annual Report by participating organizations
1.4.3 Encourage trade associations and industry groups to promote the apprenticeship system.	- Streamline procedures and increase the scope of existing internship programs	Large CSOs have streamline their internship programs	AKRSP	Internal budget	Included in existing scope of work	AKRSP Annual Reports
1.4.4 Bring apprenticeship training under NQF.	- Work closely with NEVTTC	NQF adopted when available	All TVET provides	Internal budgets		NAVTTC Reports

1.5 Encouraging Entrepreneurship	Current activities -Short courses offered by private colleges on a limited scale - AKRSP has a major entrepreneurship development project					
1.5.1 Develop entrepreneurship modules 1.5.2 Career guidance about self-employment options and requirements. 1.5.3 NAVTEC will also assist career guidance and job placement centres in developing linkages with microfinance institutes. 1.6 (Mainstreaming Madaris in TVET activities (not provided in NSS structure)	Planned activities - TVET providers linked with business/ commerce schools for BDS - Partnerships established between lead enterprises and TVET providers - A web-based career guidance service launched - A lead private enterprise is supported in provision of high quality TVET services Develop feasible training products and services for madaris	- Service contracts between TVET providers and BDS providers - Partnership agreements - Karakorum Career Service (KCS) Launched as a lead enterprise A TVET Lead Enterprise selected in the private sector Three Madaris are selected for a pilot project	KIU, Karakoram and Commerce College will provide BDS to TVET providers Lead enterprises include KNR and Mountain Fruits Working Group will call Expressions of Interests (EOI) from private firms Working Group will call EOI from private firms Working Group/ Department of Labour and Industries/ participating madaris	TVET providers' internal budgets Cost/ benefit sharing by partners Funding proposal by Working Group for two EOIs Funding proposal	All activities are within operational mandates of participating organizations Consultation with and consent of concerned religious leaders	Progress/ Annual Reports of participating organizations Monitoring mechanism provided in he funding proposal

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/funding sources	Conditions required to enable activities to happen	M&E mechanisms
<p>2.1 Expanding geographical provision</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>Current activities The first Polytechnic institute has been approved</p> <p>Planned activities - District land UC level, TVET plans developed ensuring gender balance - A <i>Polytechnic institute for Women</i> established</p>	<p>District and UC skills development plans</p> <p>PC1 to be prepared</p>	<p>GBLA members</p> <p>P&DD</p>	ADP	<p>Funding approval by GBLA</p> <p>National LMIS needed</p>	ADP monitoring by P&DD
<p>2.2 Making training delivery flexible</p> <p>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</p>	<p>Current activities Departments of Agriculture, Livestock and Forestry and CSOs offering a number of flexible courses.</p> <p>Planned activities - A framework developed for flexibility in training delivery - Under-utilized public building identified NA - Mobile & community based training (CBT) consolidated - Training activities</p>	<p>- TVET flexi training guidelines and framework - 15-20 buildings are identified - Assessment of community based training activities - At least three TVET</p>	<p>Department of Labour and Industries / Working Group</p> <p>Department of Labour and Industries TVET providers</p> <p>AKRSP, AKPBS, RF</p>	<p>No budget implications Recurring costs to be added to Department's budget Internal budgets</p>	<p>Approval by Secretary, Labour and Industries Approval by GB Development Working Group (DWP) Internal Management</p>	<p>Regular monitoring by P&DD Progress reports by participating organizations</p>

Objective 2: Improving Access, Equity and Employability

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<p>unstipulated period of time.</p> <p>2.2.6 Offer block allocations and day release system where training combines classroom and workplace learning</p>	<p>adapted to winter /summer needs</p>	<p>activities are restructured</p>			<p>decisions</p>	
<p>2.3 Focusing on skills for women</p> <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>Current activities</p> <ul style="list-style-type: none"> - P&DD's door step project - 60 vocational centres run by government - CSOs provide a range of skills to women, from agriculture to human services <p>Planned activities</p> <p>Design additional projects to integrate women in emerging sectors and new trades</p> <p><i>A workshop for CSOs, TVET experts, government and private sector players on mainstreaming women in TVET activities</i></p>	<p>At least 1000 women trained in emerging sectors:</p> <p>gems/ jewellery, construction, food processing and construction</p> <p>Workshop recommendations</p>	<p>DOA, AKRSP, AKCSP, BISP, KADO and RF</p> <p>Departments of Women's Development, Labour and Industries and lead CSOs</p>	<p>Funding available under CIDA project for youth and EC project for Gems</p> <p>Internal budgets</p>	<p>Included in approved work plans</p>	<p>Project Monitoring reports</p> <p>Annual Report of Working Group</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/funding sources	Conditions required to enable activities to happen	M&E mechanisms
<p>2.4 Training for disadvantaged groups</p> <p>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</p>	<p>Current activities</p> <ul style="list-style-type: none"> - KADO Empowerment Centre - Government building a new centre for KADO - Mehnaz Fatima empowerment centre <p>Planned activities</p> <ul style="list-style-type: none"> - Scale up existing good practices: Empowerment centres of KADO and Mehnaz Fatima to newer areas - Ensure minimum quotas for disadvantaged groups in existing TVET programs - Work with local Zakat Authorities and BISP Regional Directorate to develop relevant training programs for their support 	<p>A Status report</p> <p>Guidelines issued</p> <p>KADO and Mehnaz Fatima provided with extra resources</p> <p>MOUs between TVET providers and BISP and Zakat Department</p>	<p>Department of Social Welfare</p> <p>Working Group/ KADO /Mehnaz Fatima</p> <p>Department of Labour and Industries</p> <p>BISP/ Zakat Directorate</p>	<p>Internal budget</p> <p>Funding proposals</p>	<p>Approval by Secretary Social Welfare Department Working Group Included in approved plans</p>	<p>P&DD reports</p> <p>KADO/ Mehnaz Fatima Websites</p> <p>BISP reports</p> <p>Zakat Reports</p>
<p>2.5 Integrating Informal Economy Workers</p>	<p>Current activities</p> <p>None</p> <p>Trade Association for informal workers</p>					

Objective 2: Improving Access, Equity and Employability

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<p>2.5.1 Recognition of Prior Learning</p> <p>2.5.2 Imparting core skills such as basic literacy and numeracy</p> <p>2.5.3 Entrepreneurship and self-employment programmes for Ustad-Shagird streams</p>	<p>Planned activities</p> <ul style="list-style-type: none"> - Associational activities promoted for informal economy workers - Recognition of prior learning - Career counselling introduced through their own associations - Linkages created with state and private sector services, such as EOBI, micro insurance, - Transitional steps created from <i>ustad shagirdi</i> to self-employment 	<p>Sector associations in mining, tourism/ services supported</p> <p>Trade testing system developed with help from NEVTTC</p> <p>Preliminary discussions held with relevant agencies</p> <p>A pilot project undertaken</p>	<p>AKRSP</p> <p>Department of Labour and Industries</p> <p>Department of Labour and Industries, Labour Unions of GB, AKRSP and EOBI</p>	<p>No budget implications</p> <p>Internal budget</p>	<p>Development of suitable RPL mechanism and tools nationally</p> <p>Included in existing scope of work</p> <p>Management approval by relevant agencies</p> <p>Included in existing scope of work</p>	<p>AKRSP Annual Reports</p> <p>Departmental reports</p>
<p>2.6 Enhancing the mobility of skilled workers</p>	<p>Current activities</p> <p>None</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/funding sources	Conditions required to enable activities to happen	M&E mechanisms
<p>2.6.1 Develop an Information System that 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>Planned activities</p> <ul style="list-style-type: none"> - Contact with NAVTTC to get real time information on international demand -Private placement institutions engaged - Coordinate with Pakistan Consulates in selected labour destination countries to determine the needs of Pakistani guest workers - Identify willing partners overseas, and borrow their standards with the help of NAVTTC and donors 	<p>NEVTTC services accessed when available</p> <p>At least one private placement service identified</p> <p>NAVTTC services accessed</p> <p>At least one partnership realized</p>	<p>Department of Labour and Industries/ Working Group</p>	<p>No budget implications</p>	<p>National LMIS available</p> <p>Included in operational mandate and scope</p>	<p>NEVTTC monitoring</p>
<p>2.7 Providing career guidance and placement services</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>2.7.3 Develop Labor Market Information System (LMIS)</p>	<p>Current activities</p> <p>None</p> <p>Planned activities</p> <ul style="list-style-type: none"> - Career guidance and job placement services are designed and integrated with all training programs - Establishment of a web-based career guidance centre and job placement services 	<p>KIU career Counselling Centre strengthened</p> <p>Web-based career service launched</p>	<p>KIU</p> <p>Working Group</p> <p>All TVET agencies</p>	<p>Internal Budget</p> <p>Donor funding</p> <p>No budget implications</p>	<p>National LMIS available</p> <p>Included in operational mandate of</p>	<p>Annual Review by Labour and Industry</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/funding sources	Conditions required to enable activities to happen	M&E mechanisms
	- GB will adapt national LMIS with the help of NAVTTC	LMIS adopted when available			relevant agencies	Department
2.8 Offering vocational education in schools 2.8.1 Design a nationally uniform system of vocational education in schools. 2.8.2 Revival of existing TVET system in schools 2.8.3 Develop school and college qualifications that combine academic and vocational knowledge, which would be linked to NEFF	Current activities AKESP is conducting a scoping study Planned activities - Vocational education integrated in community schools and madrasas as a pilot - GB to participate in the national programme for integrating vocational training with general education - Develop proposal in consultation with GB-DOE for integrating TVET with general education stream	A pilot project designed Communication with NAVTTC Draft policy	AKRSP/Working Group/ Department of Labour and Industries Working Group Working Group, departments of Education and Labour and Industries	Funding proposal No budget implications Internal budgets	Management approval National policy development needs to occur Included in existing scope of work	Departmental reports
2.9 Improving the status of skills development	Current activities Maruffi Foundation has created a good image Planned activities - Public awareness will be promoted with the help of SCOs/ LSOs - Work with NAVTTC and GIZ					
2.9.1 Develop a communication strategy to enhance the reputation of TVET.		Communication strategy	AKRSP/RF/AKPBS/AKCS/KADO LSOs	Internal budgets	Included in existing scope of work	Departmental reports

Objective 2: Improving Access, Equity and Employability

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	- Adopting national communication strategy when available		Working Group		Action should be in conjunction with national campaign	

Objective 3: Assuring Quality						
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/funding source	Conditions required to enable activities to happen	M&E mechanisms
<p>3.1 Streamlining Policymaking</p> <p>3.1.2 Clarify role and mandate of various stakeholders 3.1.3 Formulate a comprehensive national TVET sector plan 3.1.6 Develop federal and provincial NSS implementation plans 3.1.5 Strengthen TATA/provincial /regional TVET Departments 3.1.7 Develop MIS, M&E and GIS for TVET 3.1.8 Introduce Tracer studies 3.1.9 Establish Labour Market Information System to support policy formulation for a competency based demand driven TVET</p>	<p>Current activities None</p> <p>Planned activities - Working Group Notified - Groundwork prepared for creating GB-TEVTA</p> <p>- In the interim GB Gov will task a relevant agency to lead implementation of NSS action plan in GB</p>	<p>Notification by GB government Proposal developed for GB government</p> <p>Coordinated actions by relevant agencies</p>	<p>Department of Labour and Industries and Working Group</p> <p>Working Group</p>	<p>Internal budgets</p> <p>No budget implications</p>	<p>Approval by chief Secretary</p> <p>Approval by Secretary Labour and Industries Department</p> <p>Policy streamlining should include federal versus provincial & regional level rationalisation and reduction in fragmentation</p>	<p>P&DD</p> <p>Annual Report of Working Group</p>
<p>3.2 Establishing a National Qualifications Framework</p>	<p>Current activities None</p>					
<p>3.2.1 Formulate NEFF 3.2.2 Implement NEFF in phased manner</p>	<p>Planned activities - Provide input to NAVTTC in NQF development - GB to implement NQF</p>	<p>GB needs reflected in NQF</p> <p>NQF implemented when available</p>	<p>Department of Labour and Industries and Working Group</p>	<p>No budget implications</p>	<p>Included in existing scope of Work NAVTTC to lead development and coordinate</p>	<p>Departmental reports</p>

Objective 3: Assuring Quality						
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/funding source	Conditions required to enable activities to happen	M&E mechanisms
	in a phased manner				implementation	
3.3 Registering and Accrediting Institutes 3.3.1 Develop criteria for Institution assessment, 3.3.2 Establish an accreditation body in the country	Current activities None Planned activities Affiliate with national accreditation body	National criteria and accreditation system	Department of Labour and Industries and Working Group	No budget implications	Included in existing scope of Work Registration provincial responsibility, accreditation federal. NAVTTC to coordinate all of it	Departmental reports
3.4 Reforming the management of training institutes	Current activities None					

Objective 3: Assuring Quality						
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/funding source	Conditions required to enable activities to happen	M&E mechanisms
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.	Planned activities Training Needs Assessment (TNA) of TVET service providers	Inventory of TVET services providers and their needs	Working Group	No budget implications	Included in existing scope of Work Standards for teachers need to be developed nationally to use in recruitment and evaluation	Working Group Reports
3.5 Training Instructors 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 3.5.2 Develop competency standards for teachers and assessors 3.5.3A comprehensive trainers and assessors training programme will be introduced 3.5.4 Establish a further training system for teachers combining workplace experience & professional development.	Current activities Limited training of Trainers (ToT), for community based training Planned activities - Training of trainers to be a priority - Capacity support to master trainers in selected sectors through affiliations and exposure visits	ToT plans Workshops and exposure visits	All TVET providers	Departmental budgets	Included in the existing scope of work Standards for teachers need to be developed nationally by NAVTTC Need to increase capacity and capability of	Departmental reports

Objective 3: Assuring Quality						
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/funding source	Conditions required to enable activities to happen	M&E mechanisms
<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>					national teacher training facilities through NAVTTC	
<p>3.6 Undertaking Research</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>Current activities Labour market and other relevant surveys are underway</p> <p>Planned activities</p> <ul style="list-style-type: none"> - A review of past and present research and its relevance to current issues - Identify new research areas and assist relevant agencies to conduct studies in their domains - National and global best practices to be adapted to the needs of GB. 	<p>Results of the review exercise</p> <p>Inventory of research needs</p> <p>Best practices adopted</p>	<p>Working Group/ consultants</p> <p>TVET providers</p>	<p>Funding proposal</p> <p>Internal budgets</p>	<p>Funding approval</p> <p>Included in existing scope of work</p> <p>Needs to be national research capacity coordinated by NAVTTC</p>	<p>Working Group reports</p> <p>Departmental reports</p>