

SKILLS DEVELOPMENT PLAN KHYBER PAKHTUNKHWA

October 2012

TVET Reform Support Programme



Ministry of Education
Government of Khyber Pakhtunkhwa



Skills Development Plan

KHYBER PAKHTUNKWA

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 Khyber Pakhtunkwa (KP) has developed this **skills development plan (SDP)** in order to set out the actions needed to improve the skills and employability of its people. The plan targets the specific skills development requirements which will allow KP 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 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 KP SDP translates the NSS into concrete activities for KP. TVET programmes are implemented under different Government Directorates, NGOs, CBOs, private companies, or through projects. The SDP identifies existing actions undertaken by these agencies, and assesses them in the light of provincial 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.

Under the leadership of the KP TEVTA, and 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 KP. After a series of consultative activities involving all skills development stakeholders, the plan was constructed and submitted to the Minister of Technical Education. 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 Skills Development Plan 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 real objective for this plan is, therefore, to cause skills development actions in KP.

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, KP 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:

- **Establish sector specific IAGs**
- Revive IMCs
- Competency standards developed in 3 selected sectors with the help of NAVTTC
- Develop curriculum for Electrician and for Plumbing, and others where standards available

1.2 Establishing industry specific centres of excellence

- **Review existing centres of excellence and consider expansion**

1.3 Increasing the role of the private sector

- Establish management, financial and legal framework for PPPs
- **Develop training through PPP at ATTC Hyatabad and GTVC Gulbahar Peshawar**
- Initiate training under PPP at GCT Nowshera for Food Technology and Canning

1.4 Reforming the apprenticeship systems

- **Develop reform program for apprenticeships and revise apprenticeship law**
- Strengthen institutional support and create additional Apprenticeship Officers
- Review notified industries, start training in inactive areas and increase number of apprentices
- Initiate apprenticeship training for women
- IAGs to develop mechanisms to promote apprenticeships

1.5 Encouraging entrepreneurship

- Entrepreneurship modules introduced into TVET subjects

Objective 2: Improving Access, Equity and Employability

2.1 Expanding geographical provision

- **Expansion of institutions and training centres – by DTE, Dept of Social Welfare, SIDE, Agriculture Dept**
- Analyse distribution of training institutions
- Review performance of 12 GTVCs to support reform

2.2 Making training delivery flexible

- **IMCs to encourage industry to make facilities, equipment and expertise available for training**
- Short courses introduced
- Methodology developed to make training delivery more flexible

2.3 Focusing on skills for women

- **DTE establish new Polytechnic Institutes and GTVCs for women**
- New garments/embroidery training centres
- Review programs of Social Welfare Dept
- Council of Tanzeem to consider expansion of programs
- Establish Craft Coordination Council

2.4 Training for disadvantaged groups

- Social Welfare Dept and Council of Tanzeem expand places
- Introduce vocational and skill training for prisoners
- Establish Skill Development Centres and training facilities for minorities
- Introduce innovative approaches

2.5 Integrating informal economy workers

- Identify occupations relevant to informal sector workers and consider training
- Assess skill profiles of informal sector workers leading to course and assessment development
- **Establish system for integrating informal sector workers**

2.6 Enhancing the mobility of skilled workers

- Develop profile of skills needed overseas
- Institutional partnerships established and international certification
- IMCs introduce relevant language training

2.7 Providing career guidance and placement services

- Create LMI wings and fill staff positions
- **Training guidance and placement officers**
- **Establish linkages with micro finance institutions**
- Adapt guidance and placement work done by FPCCI Karachi

2.8 Offering vocational education in schools

- **Assess training facilities, available staff and potential of schools**
- Develop plan to expand Study Matric Tech program
- Create a desk in Planning Wing to look after vocational education in schools
- Start a joint venture of school systems and vocational institutions through IMCs

2.9 Improving the status of skills development

- Section to liaise with federal level and Provincial Information Department

Objective 3: Assuring Quality

3.1 Streamlining policy making

- **Make TEVTA KPK fully operational based on Punjab model**
- **Bring training organisations other than DGTE & MT under TEVTA**
- Draft a TVET sector plan with IAGs
- Support activities at district level

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 institution
- **IMCs fully operational and autonomous**
- Plan to introduce performance-based evaluation and incentives

3.5 Training instructors

- Upgrade facilities at Govt Technical Teacher Training Centre
- Good GCTs-GTVCs identified for training of staff
- Enhance capacity of master trainers

3.6 Undertaking research

- **TEVTA Secretariat strengthened through addition of a research wing**
- Research identifies potential trades to introduce training relevant to employment market

Priorities and relationship to the NSS: Current and planned activities are consistent with NSS objectives and national priorities. Implementation will take time due to the need for institutional analysis and strengthening and substantial planning. This in particular applies to areas of new activity rather than expansion or improvement of existing activity. Some activities in the Plan rely on adopting and adapting work and resources developed by Provincial TEVTAs and NAVTTC.

Economic implications: The proposed activities would have an impact if implemented. This would take time. Public sector activities proposed would depend on budget availability. Activities with most potential impact also tend to be those that most need scoping and development over time.

Policy, regulatory, funding, infrastructure and implementation issues: KPK has a TVET system that is still developing, and while innovative also relies on support and opportunities outside of the region. Many activities have implicit within them the need to increase the capability of staff and management in institutions.

Organisational issues: The TEVTA needs to be fully operational to implement many of the activities. This seems feasible if funding is available. Building the necessary human resource capability may take longer.

2. PROVINCIAL SKILLS DEVELOPMENT PROFILE

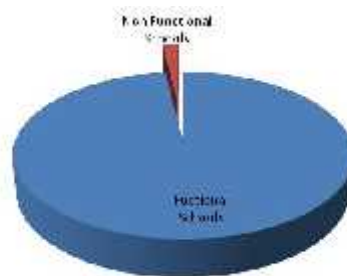
Economic Growth, Employment and TVET

The KPK covers an area of 28,772 sq. mi., with an approximate population of 17.743 million (Male 9.088 million Female 8.654 million). The province is divided into 25 administrative districts, with 83% of the population living in rural areas. In the domain of social sector indicators, 46% of the province's population lives below the poverty line.

There is a steadily increasing pressure on the cultivable land, which was considered the backbone of the KPK economy. The province therefore needs policies that maximize returns from the cultivable area and at the same time emphasize activities that are not intensive in the use of cultivable land and need moving the agriculture sector increasingly towards higher value crops. In the manufacturing sector, the province possesses a healthy comparative advantage in the extraction and polishing of marble, gemstones and construction materials.

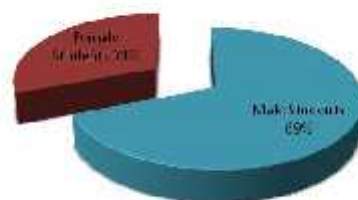
Population and literacy: According to the last census of 1998, population of KPK stood at 17.7 million, constituting 13.4% of the population of Pakistan and today housed in 25 districts of the province. As per 1998 census, population density increased to 238 persons per sq. km compared to 148 persons per sq. km in 1981. Urban population of the province accounted for 16.9% of the total provincial population in 1998 with a large concentration in Peshawar, Mardan and Mingora. It is difficult to authentically state about the urbanization level and population density in the absence of any updated census data. Likewise total population is only an estimate based on the growth rate i.e. 2.93 % per annum, at 22.2 million in 2009.

There are currently 27,419 public schools in KPK out of which 26,907 are functional schools. Annual School Census 2009/10 has identified 512 Non-Functional public schools in the province with the highest number occurring in Swat, Bannu, Lakki Marwat and Kohistan, understandably so since this was a period of conflict and militant onslaught.



There are 6101 non government (Private) schools in KPK out of which 558 are for boys, 339 are for girls & 5204 are co-education schools. The literacy rate (10 years and older) in KPK for the year 2008/09 was only 50 percent, lower than national average of 57 percent with significant gender discrimination i.e. 31 percent for female compared to 69 percent of males.

Gender Enrollement Ratio



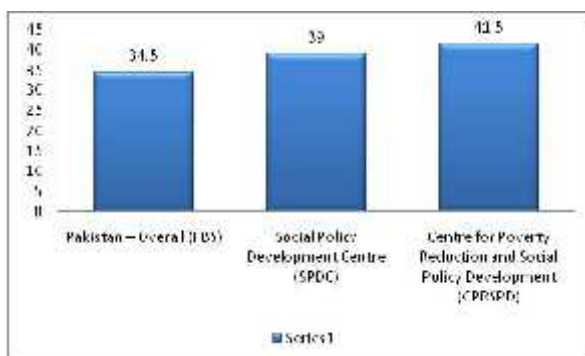
Net enrolment rates (NER) for Pakistan for 2008/09 stood at 57% while for KPK the corresponding figure is 52% with considerable variations across the province. During 2008/09, the highest overall NER was in Abbottabad (68 percent) and the lowest in Kohistan. The gender gap in enrolment rate is wide in Dera Ismail Khan, Tank and Peshawar as well. Surprisingly, in urban areas of Bannu, Haripur, Malakand and Kohat, the gender gap is low. Generally in rural areas there is a sizeable gap in NER for male and females. A higher proportion of schools are inadequately equipped. Insufficient facilities have repercussions for raising the enrolment rates and retaining the children in schools, particularly adding to the gender differentials in achieving these educational outcomes.

Economic growth: KPK at a strategic geographical location has been paying the cost of cross border conflicts in Afghanistan since Soviet invasion of Afghanistan in 1979. KPK economy received severe battering from the constant influx of Afghan refugees which were estimated to be more than three million; 1.5 million are still residing in the province. In the aftermath of 9/11 the province remains riddled with the intricate problems of militancy since invasion of Western forces in 2002. Constant trickle of refugees, a continuing war in the bordering Afghanistan, infiltration of the militant elements in the society coupled with scarce resources have resulted in a crippled social order, failing law& order and a heavily underutilized economic capacity.

Deep inland location of the province implies higher transportation costs which results in increases in input prices. The landlocked status of KPK also weakens the competitiveness of its exports except to the bordering Afghanistan. KPK shares long border with eastern and southern Afghanistan and a potentially useful trading route to China in the north. It is the smallest in terms of area among the four provinces and is located nearly 1,500 kilometers from the country's major port in the south. The province has a largely mountainous terrain with only 30 percent of the cultivable land.

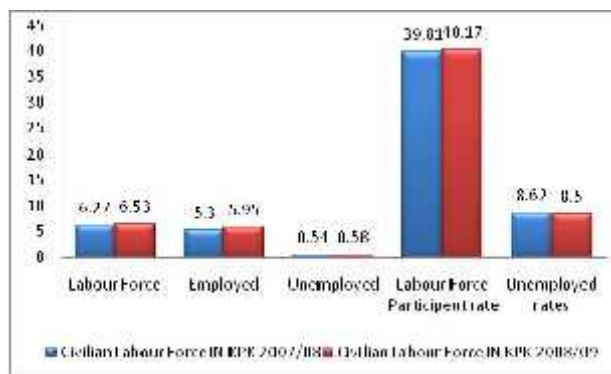
GoKP recognizes that poverty alleviation in the presence of a stagnant economy with low per capita incomes is an impossible task to accomplish. To effect an increase in the incomes and improvement in living standards of people, there is no alternative but to try and put the provincial economy on a sustained growth trajectory.

Poverty in KPK is higher than the national average while economic growth is lower than the national average. Recent estimates of both are neither available nor calculated at the provincial level. However, few sources have tried to calculate the poverty rates using data from HIES. The resultant poverty Headcount calculated by three different sources differ substantially; none of these prove to be a source of comfort. In the table below, three different institutions have calculated poverty Headcount rate from Household Income and Expenditure Survey 2001/02:

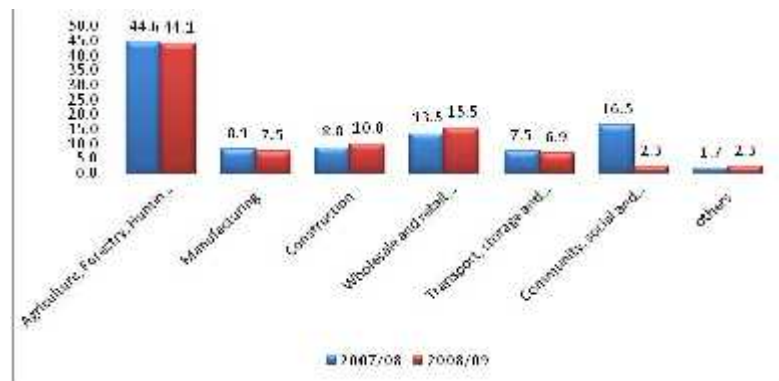


Labour Force and Employment: The province is characterized by a rapidly increasing labor force. According to Labour Force Survey of 2008/09, labor force of Pakistan has grown to 53.72 million from 51.78 million in 2007-08. Civilian Labour force of KPK increased from 6.23 million in 2007-08 to 6.53 million in 2008/09. Unemployment rate for the province at 8.5 percent (defined as the percentage of unemployed among those looking for work) is significantly higher than the national average of 5.5 percent. Further, Labour force participation rates for 10-19 years old are 44.83 percent reflecting low educational levels.

Civilian Labour Force IN KPK		
	2007/08	2008/09
Labour Force	6.27	6.53
Employed	5.3	5.95
Unemployed	0.54	0.58
Labour Force Participant rate	39.81	40.17
Unemployed rates	8.62	8.5



Most of the employed labor force of the province is absorbed in Agriculture and its sub sectors followed by Community, Social and Personal Services and Wholesale and Retail trade. Manufacturing and Construction are the next largest sectors with nearly equal shares of employed labor force. It is interesting to note that in 2008/09, only 0.43 percent falls in Mining & Quarrying, a sector in which the province holds the comparative advantage of natural resources and raw materials for light, and high value- added industries.



Underemployment in the province is also a major phenomenon to tackle. Out of 55.95% of the employed labour force occupied in Non-Agricultural jobs, 41.3 % are engaged in the Informal sector, with a predominant presence in rural areas (31.39 %) than in urban areas (9.91 %). Distribution of employed by employment status reflect that major proportion of those employed in informal sector is found in the categories of Unpaid family workers and Own Account workers which are actually the disguised form of unemployment. A higher proportion of the labor force is rural, and self-employed, largely low-skilled and illiterate or less educated, a disincentive for the prospective business investors affecting the job creation negatively. This is also a cause for high poverty.

Job creation is closely linked with GDP expansion. According to an estimate, to absorb the additional labour and reduce current unemployment rate, GDP needs to grow at a rate above 6 % per annum. The annual growth rate in KPK is 2.9%.the existing institutional and technological base is insufficient to attain the target growth rate.

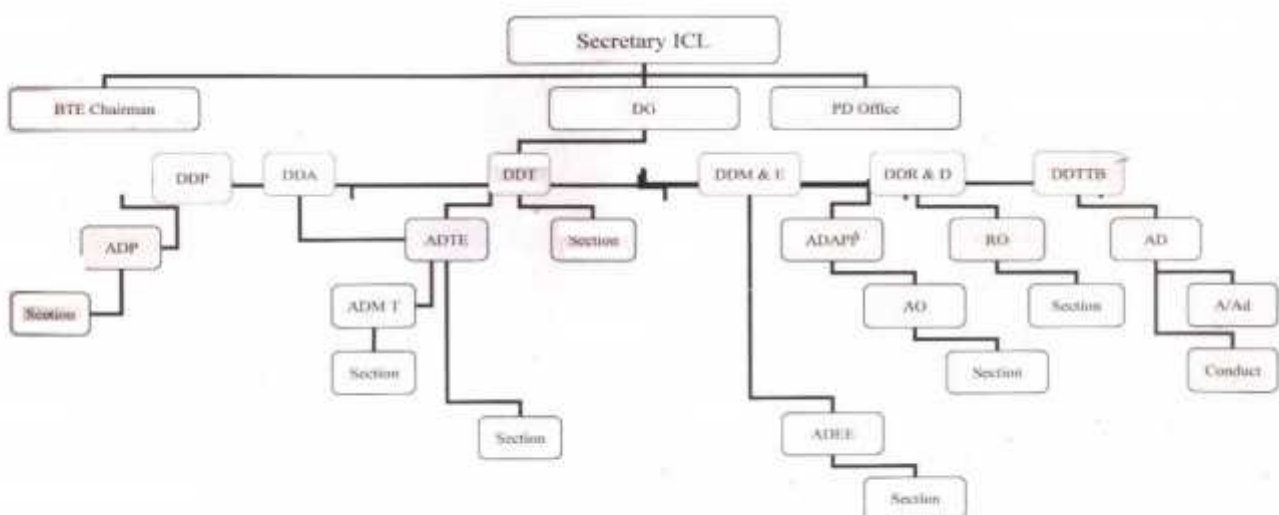
Organisation and management of skills development

TVET ORGANISATIONAL Capacity

The Directorate General of Technical Education and Manpower Training, Industries Department, Social Welfare Organization, Staff Welfare Organization, Small Industries, Industry & Mineral, Agricultural Engineering, Rural Development Departments and Skill Development Council Peshawar are engaged in Technical Education in KPK. The private sector institutions are also engaged in training, mostly in IT related trades.

The Directorate of Technical Education & Manpower Training is the most important player in Technical Education. The Directorate General is organized as follows:

Organization Chart



The small centres administered by Social Welfare Organization, Staff Welfare Organization, Small Industries and Rural Development mainly provide basic education and skills in knitting and sewing and agriculture related activities to women to enhance their livelihood. The Social Welfare Organization and Small Industries have few vocational centres for men also. The Industry & Mineral and Agricultural Engineering Departments have training facilities for males in related occupations. The Skill Development Council (SDC) established under National Training Ordinance is employers led organization engaged in skills training through private sectors training providers. The SDC has been established with the objectives to provide a productive link between employers & training providers, identify training needs of the geographical area in which it is working, analyse

and prioritize training needs, and selectively meet prioritized training needs through contracted arrangements with a range of training institutions/establishments.

Out of 25 districts in KPK, GTVCs/GPIs are functioning in 20 districts with an enrolment of 20,217 trainees.

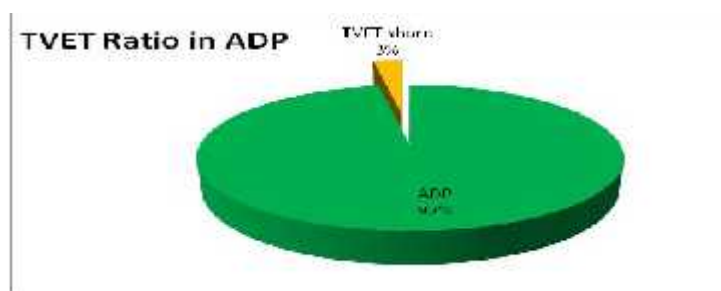
The NAVTTC KPK has trained 16,849 trainees in short duration courses during 2006-07 to 2010-11, while 1,746 are still undergoing training. NAVTTC KPK has fixed a target of training 1,360 trainees under “Hunarmand Pakistan Scheme” and 4,446 trainees under “Funi Maharat Scheme” during 2011-2012. It has identified training providers in the private sector in KPK and Gilgit -Baltistan to impart training under Fani Mahaarat Programme.

The private sector is playing a pivotal role in providing access to youth to acquire skill predominantly in IT (related) computer trades. A summary of vocational training institutions currently affiliated with different bodies is as follows:

Boards/Organization	Diploma level Institute (No's)	Certificate level Institute (No's)
Board of Technical Education KPK	99	159
Trade Testing Board KPK	-	400 (operational 320)
Skill Development Council Peshawar	-	223

TVET Resources

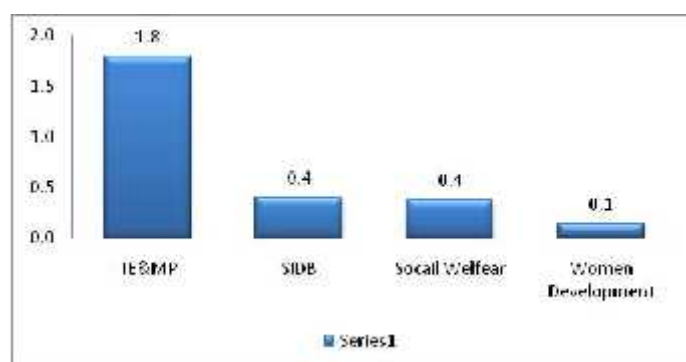
The TVET is allocated resources to the extent of 2.7 percent of the total size of ADP.



Major share (66%) of the TVET allocations is consumed by Technical Education & Manpower Training Department followed by SIDB (15%), Social Welfare (14%) and Women Development (5%).



Ratio TVET/ADP



Constraints and issues facing the TVET system

- Social Vs Economic Demands
- Training Contents
- Linkage of institutional training programmes with employment market
- Under utilization of existing facilities
- Inflexibility/lack of autonomy
- Informal sector training
- Apprenticeship training
- Effect of globalization
- Public sector allocations

The following are the key issues that need to be addressed to address the above constraints

The **end users (Employers) are to be more closely associated with the design of the training package**. To achieve the objective of quality control, relevance, standardization and making training programmes cost effective, Public-Private partnerships are one of the pragmatic solutions and should be considered seriously. Most of the population in the country live in remote areas. Establishing Technical/Vocational Training Centres at these places is costly affair. Further due to small catchments areas, the needs of these localities would not be enough to warrant establishment of institutions. The best way is, therefore, to introduce the concept of '**Community Based Training**'. It should be sufficiently flexible and technically adequate to train the population of the local areas in the appropriate skills.

Although steps have been taken to **involve private sector in the vocational training planning and implementation**, the main difficulties in expansion of programmes are the inflexibility of administration and regulations of the Technical Training Centres in the Public Sector with lack of autonomy. These two issues have to be considered seriously if the demand-driven and need-oriented vocational training programmes are to be undertaken and the private sector involvement aimed at, in future.

The preparation of Provincial skill development plan is an important exercise/step to address some of the issues enunciated in the foregoing paragraphs.

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

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/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<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>
1.1 Introducing Competency Based Training 1.1.1 Establish sector specific Industry Advisory Groups (IAG).	Current activities Currently only annual exams Standards developed for Electrician (Level I, II& III) and Plumbing (Level I & II) by GCT Nowshere Other standards & curriculum previously developed by NTB, NISTE & ILO Islamabad Planned activities Establish sector specific industry advisory groups Reactivate Institutional Management Committees (IMCs)/Centre Management Committees (CMCs)	4 established	NAVTTC, TEVTAs TVETA KPK/DG & TE&MT KPK Government TVETA KPK	NAVTTC/donors 0.2m meetings etc. 9.0m (6 IMCs grant @1.5m)	Admin orders	

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1.1.2 Develop competency standards.	with improved & expanded role Labour market survey of needs Develop competency standards	Other trades – Welding, Radio Broadcasting & Communication, Refrigeration & Air Conditioning	GCT Nowshera for TVETA KPK & Board of Technical Education	Joint venture TVETA KPK & BTE Links to NAVTTC & other bodies at national & interprovincial level		
1.1.3 Develop competency based curricula.	Develop curriculum for Electrician & Plumbing where existing standards	5 sets of curriculum	GCT Nowshera to develop	N – 0.1m		
1.1.4 - Develop assessment guidelines	Develop curriculum for other trades where standards developed					
1.1.5 Develop teaching/learning material and course contents						

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1.2 Establishing Industry Specific Centres of Excellence	<p>Current activities</p> <p>2 institutions designated Centres of Excellence – Government Advanced Technical Training Centre, Hayatabad, Peshawar & Govt College of Technology, Nowshera</p> <p>- Industry & Commerce Dept established Marble, Gems & Jewelry Centre at Peshawar & Leather Centre at Charsadda</p> <p>- 24 industry specific small centres operational under SIDB, catering for Wood, Light Engineering, Automotive, Woollen, Leather Goods and Readymade Garments</p>					

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<p>1.2.1 Establish sector specific training institutes and Centres of Excellence near to relevant industry.</p> <p>1.2.2 Pakistani Centres of Excellence establish partnerships and links with reputed specific training facilities abroad</p>	<p>Planned activities Review existing Centres of Excellence & consider scope for expansion Review existing industry specific centres (SIDB) & consider scope for expansion Identify additional institutions to be Centres of Excellence</p> <p>National coordination of international partnership approach</p>	<p>2 Centres reviewed Projects to enhance scope developed Projects to enhance scope & improve performance developed</p> <p>2 new institutions – in Kohat for Petroleum & in Hazara for Gems & Jewellery</p>	<p>TEVTA KP</p> <p>NAVTTTC coordinate</p>	<p>1.0 m</p> <p>4.10 m</p>		
1.3 Increasing the role of the Private Sector	<p>Current activities ADP 2011-12 includes PPP in ATTC, GCT, and GTVC Gulbahar Consultancy for need assessment included in ADP 2011-12</p>					

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<p>1.3.1 Support industry in delivering skills</p> <p>1.3.2 Encourage employers to expand the training aligned with nationally recognised qualifications.</p> <p>1.3.3 NAVTEC develops Public Private Partnerships with industry.</p> <p>1.3.4. Procure training from the private sector, equipment and showcasing, Industry Sponsorship.</p> <p>1.3.5 Support for Workplace Based Training, and apprenticeship</p>	<p>Planned activities</p> <p>Initiate a consultancy to establish management, financial and legal framework for PPPs</p> <p>Develop training through PPP at ATTC Hayatabad & GTVC Gulbahar Peshawar</p> <p>Initiate training under PPP at GCT Nowshera for Food Technology and Canning</p>	<p>Management, financial and legal framework for PPPs established</p> <p>New training initiated</p> <p>PPP training for 2 new industry sectors</p>	<p>TEVTA KP</p> <p>Chamber of Commerce and Industry (CoCI)</p>	<p>1.00m</p> <p>1.00m</p>		
<p>1.4 Reforming the Apprenticeship System</p> <p>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.</p>	<p>Current activities</p> <p>Currently 27 establishments with 507 apprentices out of 2254 known establishments</p> <p>Planned activities</p> <p>Develop reform program for apprenticeships and revise apprenticeship law</p> <p>Strengthen institutional support</p> <p>Create additional posts of Apprenticeship Officers</p>	<p>Revised Apprenticeship Law</p> <p>Apprenticeship offices and staff established at Haripur, Mardan, Peshawar, Bannu & Chitral</p>	<p>TEVTA KP</p> <p>Chamber of Commerce and Industry (CoCI)</p>	<p>5.00m</p>	<p>Apprenticeship approach and law reviewed and revised at federal level – NAVTTC & federal Dept of Labour and Manpower</p>	

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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>Consider status of existing 91 notified industries for apprenticeships, start training in areas where not active</p> <p>Increase number of apprentices</p> <p>Apprenticeship training for women initiated in at least 1 industry in each district</p> <p>IAGs will develop mechanisms to promote apprenticeships through Trade Associations & Industry Groups</p>	<p>Training in new areas</p> <p>Number of apprentices increased to 1,000</p> <p>Apprenticeships will be available for women</p>		<p>0.10m</p> <p>0.30m</p>		
1.5 Encouraging Entrepreneurship	<p>Current activities</p> <p>SMEDA has done work on entrepreneurship development</p>					

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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.	Planned activities Proposed activities will be developed Entrepreneurship modules introduced into TVET subjects	Proposals developed and progressed in 11 industry areas	TVETA KPK	Funding sort from beneficiary programs eg Benazir Income Support Program & Bacha Khan Khud Rozgar Scheme		

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
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<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 10 Govt Colleges of Technology 10 Govt Polytechnic Institutes 32 Govt Tech & Voc Centres 100 Centres run by NGOs 24 Centres of Dept of Small Industries 2 Training institutions of Agriculture Dept</p> <p>Planned activities DTE establishing 9 GPLs and 2 GTVCs Dept of Social Welfare establishing 66 institutions SIDE establishing 4 institutions Agriculture Dept</p>		KPK Govt	0.15m		

Objective 2: Improving Access, Equity and Employability						
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	establishing 1 training centre Analysis of distribution of training institutions and priority districts and trades for additional effort Performance of 12 GTVCs will reviewed to support reform		NAVTTTC & KPK Govt	0.10m		
2.2 Making training delivery flexible	Current activities Evening extension & 2 nd shift programmes already in place Mobile training units in Balakot		ERA/SIDB/NAVTTTC/ILO			

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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	Planned activities Institutional Management Committees to encourage industries to make their facilities, equipment and expertise available for delivery of training Introduction of short courses Methodology developed for day release system to make training delivery more flexible	TEVTA KP SDC		0.60m		
2.3 Focusing on skills for women	Current activities 3 female Polytechnic Institutes 18 TVCs 93 Industrial Training Centres 100 Centres run by NGOs 10 out of 24 Small Industries Development Board Centres are exclusively for women		Technical Education & Manpower Training Directorate General Dept of Social Welfare			

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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>Planned activities</p> <p>DTE establishing new Polytechnic Institutes and GTVCs for women</p> <p>Dastarkari Centres</p> <p>New Garments/Embroidery Training Centres</p> <p>Review of programmes of Social Welfare Dept</p> <p>Council of Tanzeem to consider expansion of programmes</p> <p>Establish Craft Coordination Council</p>	<p>New polytechnics at Peshawar & Timergara and new GTVCs at Mardan & DI Khan</p> <p>66 established Centres at Mansehra, Mardan & Abbottabad</p>	<p>Directorate of Technical Education</p> <p>Social Welfare Dept</p> <p>SIDB</p>	<p>Funding sources include Zakat, Ushr, Bacha Khan Scheme and CM programme</p> <p>ADP 80m each, total 320m – but spread over 3 or 4 years – only scheme design and PC-I processing in 2012-13</p> <p>0.10m</p> <p>0.05m</p>		
<p>2.4 Training for disadvantaged groups</p>	<p>Current activities</p> <p>Social Welfare Dept's 93 centres provide access to disadvantaged</p> <p>NGOs provide access in many of their 100 centres</p> <p>Tanzeem Ussaail E Wal Mahroom undertake training in 70 private institutions for 1400</p>					

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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	Planned activities Study by SDC Peshawar TVETA KPK to identify occupations relevant to informal sector workers and consider training Assessment of skill profiles of informal sector workers, leading to course & assessment development plus certification Institutional Management Committees to be assigned a role here Establish system for integrating informal sector workers		SDC TEVTA KP	0.50m	Development of suitable RPL mechanism and tools nationally	
2.6 Enhancing the mobility of skilled workers	Current activities NAVTTTC 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>Planned activities</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 language training</p>		<p>NAV TTC</p> <p>NAV TTC</p>		National LMIS available	
<p>2.7 Providing career guidance and placement services</p>	<p>Current activities</p> <p>1 Labour Market Information Centre in Peshawar – barely operational</p> <p>14 Employment Exchanges in KPK, playing minimal role in career guidance and placement</p>					

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<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 Labour Market Information System (LMIS)</p>	<p>Planned activities</p> <p>Create LMI wings and create & fill staff positions</p> <p>Train guidance and placement officers</p> <p>Establish linkages with micro finance institutions</p> <p>Re-establish and update 1998 vocational guidance rules</p> <p>Review work on guidance and placement done by FPCCI Karachi for adaptation and use</p>	<p>At least 5 districts (Haripur, Mardan, Peshawar, Bannu & Chitral)</p>	<p>TEVTA KP</p> <p>NAVTTTC</p>	<p>5.00m</p>	<p>National LMIS available</p>	
<p>2.8 Offering vocational education in schools</p>	<p>Current activities</p> <p>Vocational Education in Schools is being provided under 'Matric Tech Programme'</p> <p>8 Matric Tech schools affiliated with KPK Board of Technical Education</p> <p>201 schools under Education Dept have facilities for offering vocational training</p> <p>14 fully equipped, 93</p>					

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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 NQF	partial, 94 not equipped. 141 schools have technical staff, 60 schools do not Planned activities Assess training facilities, available staff and potential of the 201 schools Develop plan of operations for schools Study Matric Tech programme design expansion program Expansion of number of schools in Matric Tech related to market needs Creation of a desk in planning wing to look after vocational education in schools Start a joint venture of school system and vocational institutions through IMCs	Pilots in 7 divisions (one venture in each division)	Education Dept Board of Technical Education & Secondary Boards Education Dept and Directorate of Education	2.10m 1.00m		
2.9 Improving the status of skills development	Current activities None					

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2.9.1 Develop a communication strategy to enhance the reputation of TVET.	Planned activities Section created to liaise with federal level and Provincial Information Dept		TVETA KPK		Action should be in conjunction with national campaign	

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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>
3.1 Streamlining Policymaking 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 TEVTA/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	Current activities Partially operational TVETA in KPK Planned activities Make TVETA KPK fully operational based on Punjab model Training organisations other than DGTE&MT will be brought under TVETA IMCs reactivated Draft a TVET sector plan with IAGs TVETA strengthened through creation of a research wing Activities at the district level offices will be supported (eg Employment Exchanges,	TEVTA KP NAVTTTC			Policy streamlining should include federal versus provincial & regional level rationalisation and reduction in fragmentation	

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	apprenticeship, vocational guidance) Technical assistance provided to research wing of TVETA KPK					
3.2 Establishing a National Qualifications Framework 3.2.1 Formulate NQF 3.2.2 Implement NQF in phased manner	Planned activities Development will be lead by NAVTTC and Provincial TVETAs & involve other public/private sector stakeholders eg IAGs, IMCs	NAVTTC			NAVTTC to lead development and coordinate 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 Board of Technical Education has criteria for registering/affiliation of Institutes Planned activities Development will be lead by NAVTTC and Provincial TVETAs & involve other public/private sector stakeholders eg IAGs, IMCs	NAVTTC TEVTA KP			Registration provincial responsibility, accreditation federal. NAVTTC to coordinate all of it	

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3.4 Reforming the management of training institutes 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.	Current activities GTTTC has mandate for instructor training programs Planned activities Increase administrative and financial autonomy of Principals of institutions IMCs fully operational and autonomous with support from TVETA Prepare plan to introduce performance based evaluation of staff and make system incentive based	TEVTA KP				
3.5 Training Instructors	Current activities Government Technical Teachers Training Centre, Hayatabad is training instructional staff Total training capacity 100 Total instructional & managerial staff 1942			20.0 m		

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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 & 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>Planned activities</p> <p>Upgrade facilities at Govt Technical Teacher Training Centre</p> <p>Good GCTs-GTVCs identified for training of staff</p> <p>Enhance capacity of master trainers with assistance</p>	TEVTA KP	NIPA (National Institute of Public Administration) and PARD (Pakistan Academy for Rural Development)		Need to increase capacity and capability of national teacher training facilities through NAVTTC	
3.6 Undertaking Research	<p>Current activities</p> <p>The SMEDA has developed KPK investment guide and district profiles of 10 districts (Kohat, Charsadda, Swabi, Karak, Mardan, DI Khan, Chitral, Bannu,</p>					

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<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>Abbottabad & Mansehra) The Skill Development Council Peshawar has conducted Training Needs Assessment survey of 5 districts (Peshawar, Charsadda, Nowshera, Mardan & Haripur)</p> <p>Planned activities TVETA Secretariat strengthened through addition of a research wing Activities of research wings of other organisations linked to TVETA research wing Research wing coordinate with SMEDA Project for 'need assessment and improvement of TVET system in KPK' will be implemented Recommendations of project and identification of</p>		<p>SDS Peshawar and TVETA KPK</p> <p>TVETA KPK</p>	<p>8.00m</p> <p>Rs 20 million allocated for 2011-2012</p>	<p>Needs to be national research capacity coordinated by NAVTTC</p>	

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	potential trades will be studied to introduce training in occupations relevant to the needs of the employment market					