

SKILLS DEVELOPMENT PLAN SIND

October 2012

TVET Reform Support Programme



Ministry of Education, Government of Sindh



SKILLS DEVELOPMENT PLAN

SINDH PROVINCE

INTRODUCTION AND BACKGROUND

Technical and Vocational Education is a key aspect in developing the skill aptitudes of individuals, thereby leading to the skill development profile of a nation. Education, training and lifelong learning are fundamental and should form an integral part of, and should be consistent with comprehensive economic, fiscal, social and labour market policies and programmes that are important for sustainable economic growth and employment creation and social development.

The province of Sindh has a highly diverse ethnography due to its geographical location, cultural diversity and socio-political aspects. The second most populous province of Pakistan has divergent population centres. While Technical and Vocational Education has the potential to substantially contribute to the human resource development of Sindh, till 2009 the province had no single organisation focussing and supporting the advancement of the sector.

The Sindh **skills development plan (SDP)** has been developed to set out the actions needed to improve the skills and employability of people within the province, following consideration of the points of view of different stakeholders. The plan targets the specific skills development requirements which will allow the province of Sindh 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. Sindh province being in a position to develop its own programmes within the framework of the NSS, has adapted the plan 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 Sindh SDP translates the NSS into concrete activities which will cater all skill development needs acceptable to employers/chambers of commerce/employment promoters including public and private sector organization of the region and will take all these stakeholders on board. 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 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.

Under the leadership of the Sindh TEVTA, and with the support of some international and national experts, a working group has been established representing the major stakeholders in skills development in the province of Sindh. After a series of consultative activities involving all skills development stakeholders, the plan was constructed and submitted to the members of various stakeholder organizations. 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 Sindh 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 Sindh SDP would support STEVTA to fulfil its assigned responsibilities. The plan will help prioritise all the initiatives taken by the STEVTA and synchronise them with the NSS.

The real objective for this plan is, therefore, to cause skills development actions in the province of Sindh .

1. PROVINCIAL SKILLS DEVELOPMENT PROFILE

1.1 ECONOMIC GROWTH, EMPLOYMENT AND TVET

Demography

The province of Sindh is the second most populated province of Pakistan. It has a total population of about 85 million, of which about 60 million live in the urban sector of Karachi, Hyderabad, Sukkur, Larkana, Mirpurkhas and Benazirabad (formally Nawabshah). Karachi alone has a population of 30 million. About 42.5 million (50 percentage) are below the age of 30 years and will enter in the labour job market. This number is expected to substantially increase in the coming years.

Karachi the port city is the centre of economic activity and employment, with more than 65 per cent of economic activity being derived from the industrial and port city of Karachi. It has industries in transportation, shipping, manufacturing, textile, construction, fishing, merchandizing and service sector. The rest of Sindh has primary industries and less than 1 per cent of the employed receive formal technical/vocational or occupational skill training from public sector institutes. The percentage is even lower when it comes to female vocational education, primarily due to cultural norms. The total student/capacity in all public sector TEVT institutes, including shifts stands at around 200,000/annum.

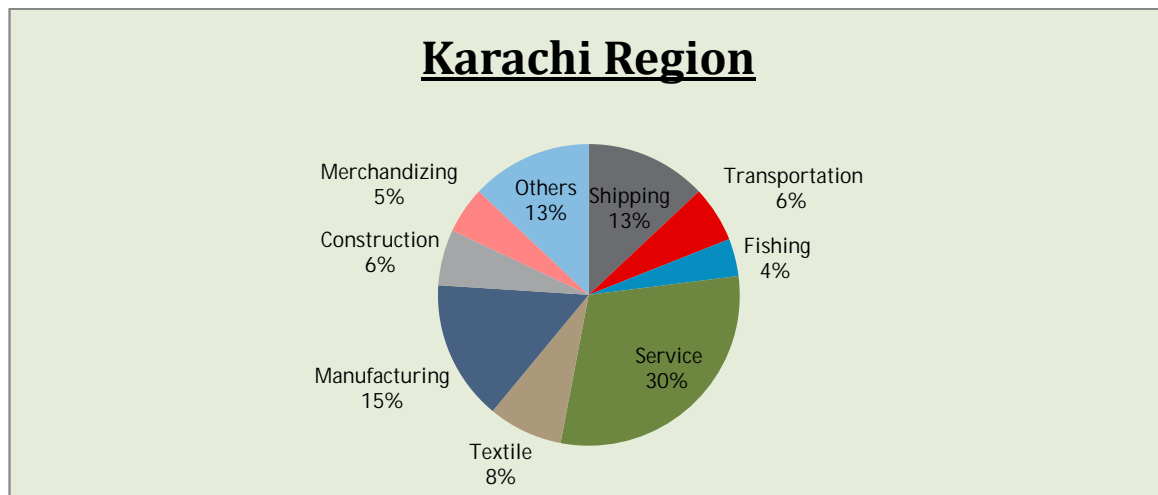
It is imperative to mention that the province of Sindh has always been on the driving seat of political activity. Karachi being the cosmopolitan city and economic hub of Pakistan is also the centre of political disturbances. The same is true for the rest of province. The feudal system is deeply rooted in rural Sindh. This has an impact on social development of the citizens. The feudal lords have strong influence on governing and decision making towards establishment, execution and priority alteration of Government policies including on skills development and vocational training.

There are job opportunities but location specific (mostly in Karachi) and related to specific sectors and occupations. However the political instability and the rural divide are factors responsible for low employability and low industrial activity in rest of Sindh. Low confidence, low capacity of TEVT institutes and a lack of awareness of the labour market requirements are reasons resulting in reverse and highly skewed imbalance between skilled and unskilled workforce in Sindh.

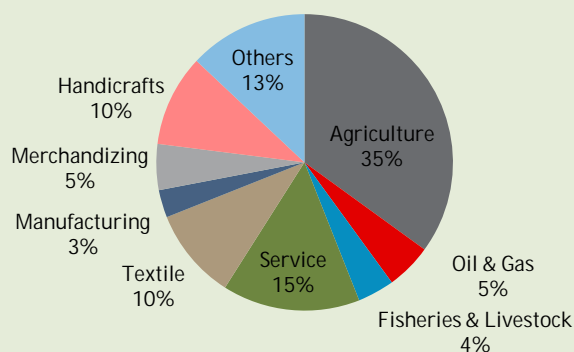
Economic Structure

The economics structure of Sindh can be divided as;

Region	Major Industries	Percentage of Economic Contribution with respect to workforce employed
Karachi	Shipping	13 %
	Transportation	6 %
	Fisheries & Livestock	4 %
	Service	30 %
	Textile	8 %
	Manufacturing	15 %
	Construction	6 %
	Merchandizing	5 %
	Others	13 %
Hyderabad	Agriculture	35%
	Oil & Gas	5%
	Fisheries & Livestock	4%
	Service	15%
	Textile	10%
	Manufacturing	3%
	Merchandizing	5%
	Handicrafts	10%
	Others	13%



Hyderabad Region



Others notable economic activity centres are;

- Mirpurkhas (Coal and Mining Sector)
- Sukkur (Agro based products, food processing, Handicrafts)
- Badin (Oil & Gas)
- Thatta (Fisheries and Livestock)

Growth Areas, Provincial Government Growth Strategies and Skills Needs

Sindh Government has placed great emphasis and on skill based technical and vocational education. The result has been in the shape of Benazir Bhutto Shaheed Youth Development Program (BBSYDP) and the establishment of Sindh Technical and Vocational Training Authority (STEVTA), under a separate ministry of Technical and Vocational Education.

The province has enormous growth areas, as highlighted in the economic structure of Sindh. Many sectors are witnessing growth and/or have potential to grow, but the limitation is the acute shortage of skilled workforce. The provincial growth areas as indicated in Annual Development Plans of the Province include growth in service sector, agriculture, fisheries and livestock, construction, parts and shipping and transportation, oil and gas, mining and energy sector. Renewable energy from the wind corridors and solar are also potential areas of Sindh.

Sindh is blessed with immense potential of natural resources, coal is one of its example explored in Sindh at Thar which will boost electric power generation in the years to come. The growing energy sector will increase industrial and agriculture growth in Sindh and will accelerate manufacturing and service sector.

Like in previous years the Human Economic Development Index is greatly emphasized in the fiscal budget of 2011 – 2012. Hence, education and TEVT sector reforms are priority areas for the government. There is a great need to improve the existing education and TVET sector to meet current requirements to promote employability and social economic development.

Social Development Needs

The key social development priorities of the province of Sindh is education including the TEVT sector. The TVET sector can include the huge number of dropouts from mainstream education and offer relevant skills development programmes. Formalizing the informal sector e.g. (Ustad-Shagird) is also a priority area. Likewise, providing skill training in Madrassah is also part of social development policy with reference to TEVT sector.

Improvement of education in TEVT institute, improving of trainers, attraction and appropriate level of skill and personality development of trainees is seen as a joint priority of education ministry and TEVT ministry of the province of Sindh.

Training of women, leading to income generation is another social priority area of the province. The implementation of the Benazir Bhutto Income Support Program (BBISP) is one example where as part of social welfare women are encouraged to acquire skills in areas where they can generate self-employment and income (e.g. beautician, stitching, embroidery, handicrafts, cooking etc.). With technical assistance from donors the STEVTA is in the process of developing related schemes.

Other areas of social development include improvement of basic and tertiary health units in the province of Sindh. Mobile health units are planned in the province, thereby indicating a great need of trained paramedical staff.

To sum up, the social development priority areas are education, health and self—employment/income generation particularly for women and people living in rural areas.

Assessment of the relevance of existing TEVT activities

There are numerous TEVT sector related activities that have been undertaken by the province of Sindh. The general perception about TEVT institutes contribution towards provincial economic and social development is not very encouraging. Presented below are broad categories of TEVT institutes, their key activities and general performance metric of each.

No	Category of TEVT Institutes	Key Objectives	Performance Parameters and Indicative Results
1.	STEVTA Administered Institutes	<ul style="list-style-type: none"> i. TEVT providers in public sector ii. Infrastructure and facility up gradation iii. Curriculum development and implementation. iv. Capacity Development v. Create Industry Institutes linkages 	<ul style="list-style-type: none"> - Without the involvement of any 3rd party the internal monitoring & evaluation of STEVTA institutes is very weak. Market perception related to employability is not very good
2.	BBSYDP	<ul style="list-style-type: none"> i. Specific project for technical skill development of youth in employable skills 	<ul style="list-style-type: none"> - Specific targets for the training of 100,000 youth. - Market perception related to employability is not very good.
3.	Private Sector institutes, operated privately or by NGOs.	<ul style="list-style-type: none"> i. Providing market driven skills, specific to either industry requirements. 	<ul style="list-style-type: none"> - High market perception. - Well reputed and increasing presence. - Strong Industry Institute linkage leading to employability and overseas job projects.

The above table indicates that the broad assessment of public sector institutes is not very good. Moreover, projects to meet shortage of skilled manpower through schemes like Benazir Bhutto Shaheed Youth Development Program (BBSYDP) is also not very encouraging. The core reasons for this are poor infrastructure, capacity development issues of trainees, weak linkages with employment sector/industries and out-dated curriculum. The private sector, which has a much better picture is often not involved in the training.

Other related TEVT institutions include the Sindh Board of Technical Education (SBTE) responsible for curriculum development, monitoring of the implementation of the training and awarding diplomas and

certificates. The SBTE and STEVTA have overlaps in their roles and responsibilities, leading to conflicting policies and duplication of quality assurance rules and programs with the TVET system. Currently, the two bodies have limited coordination, despite their overlapping duties, such as approving curricula and conducting assessments for similar programs. The assessment system is weak and the training is theoretical with little practical experience given to the students. Further, the qualifications issued by the Sindh Trade Testing Board (STTB) under STEVTA and the qualifications issued by the SBTE are not mutually acceptable, which lowers the incentives for trainees and workers to receive training and acquire skills.

Likewise, there are overlaps of activities between STEVTA and the BBSYDP project. The later has specific curriculum and targets. Also the certificates are issued by BBSYDP, but the legal verification, attestation and mapping falls within the STEVTA.

1.2 Organization and Management of Skill Development

Provincial Skills Development Policies

The policy of Sindh Government present regime is to create a skilled workforce in Sindh for enhancing economic activities. The mission is to produce a skilled workforce for employability, poverty alleviation and sustainable economic development. The STEVTA is expected to work with all stakeholders, including service providers, industry leaders and civil society organizations, and ensure delivery of demand driven technical and vocational training to service key sectors of the economy, through the supply of well-trained workforce which can meet the relevant manpower demands at home and outside.

At present the provision of funds from Sindh Government can hardly cater for the salary expenses of the organization and meet basic infrastructure development proposals through the Annual Development Grants.

To carry out various other activities initiated to implement Provincial Skills strategy in light of National Skill Strategy (NSS), the province of Sindh's epic body STEVTA, received a loan from World Bank and funded technical assistance from USAID, ILO, EU (through GIZ), British Council and Public Private Partnership initiatives. The province also receives Government support from various schemes floated by the STEVTA. Continuity of support from donor agencies, good governance, leadership and commitment are required to implement the set policies for skills development.

Structure, Coordination and Management of TVET

In Sindh, the first ever polytechnic institute (now known as Government College of Technology, Karachi) was established in 1955. Over the years, a network of 450+ public and private training institutions have been established in all major cities as well as rural areas of interior Sindh. The technical education was administered by the Department of Education of the Government of Sindh (GoS) and the vocational training was mainly offered by the institutions controlled by the Department of Labor and Manpower, and the Department of Social Welfare. The exams and curriculum taught in technical institutes have been approved by the Sindh Board of Technical Education (SBTE); while the curriculum of vocational institutes is prepared and approved by the Sindh Trade Testing Board (STTB) of the Labor and Manpower Department (LMD). Prior to the establishment of STEVTA, the TVET sector in the Sindh province was very fragmented and lacked coordination between agencies.

Following the successful model of consolidation of Technical Education & Vocational Training modelled on other countries in Asia Pacific and the Punjab province in Pakistan, the Government of Sindh established "Sindh Technical Education & Vocational Training Authority (STEVTA)" in August, 2008. In 2008, the first Governing body of the STEVTA and separate ministry for its establishment was constituted. The first Managing Director was also appointed in 2008. In 2009, the STEVTA Act was promulgated and approved by the Parliament of Sindh. The Authority is mandated to streamline, upgrade, regulate, manage and control

Technical Education and Vocational Training (TEVT) in the province of Sindh, in line with domestic and international labour market requirements.

Headed by a diversified board with reputed industrialists, agriculturists, academia, parliamentarians, and public sector officials, STEVTA has grown into a responsive, transparent and modern organization effectively addressing the issues hindering the growth of Technical Education & Vocational Training in the province. As a first initiative, STEVTA conducted an extensive baseline survey to ascertain the status of Technical Education & Vocational Training (TEVT) Institutions in terms of infrastructure, equipment & machinery, curricula, level of enrolment and human resource:

The administrative affairs of the Sindh TEVTA are supervised by Managing Director; Sindh TEVTA through a team of Directors assigned duties as per functional and operational domains. The detailed organizational structure is as under:



The Vision of STEVTA is to develop a quality workforce for local & international markets for poverty reduction and economic prosperity with a mission statement of employment through skill. The objectives are to improve Administration, Infrastructure and Equipment/Machinery; Trainer Competencies through Trainings, and Employability of TEVT graduates and to establish Model Institutions, Industry Specific Centres of Excellence; Institute Industry Linkages and Institutions in Public Private Partnership (PPP) Mode.

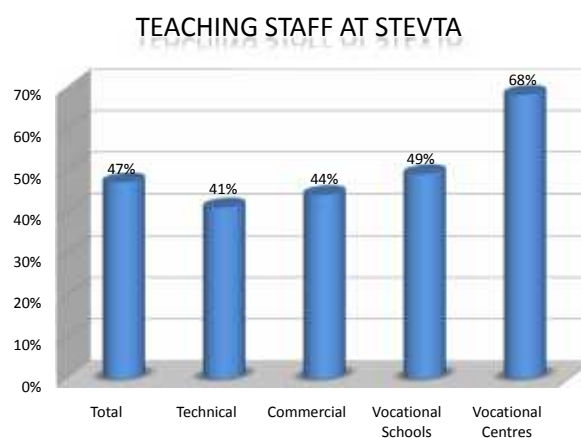
Human Resources in TEVT

The state of the Human Resource in STEVTA is rather weak. Currently, the STEVTA is working with less than 50% of administrative staff not only in its Head Quarter but also in the Regional Offices. The capacity in regional offices are less than adequate and may undermine STEVTA's ability to perform efficiently. The regional offices are running with 23% staff only. A dire need for new hiring against vacant positions is felt by

the authority. But due to political situation, many of the vacancies cannot be filled due to Government ban on appointments.

There are almost 1,500 vacant positions for trainers in the STEVTA institutions. To meet the shortage of teaching staff, the heads of the Institutes have been authorized to hire visiting trainers. The qualifications of the trainers in the entire STEVTA, includes the majority having BTEch and Diplomas. The dismal aspect is that many of them are un-trained on modern technical skills and lack pedagogical skills. The poor attraction of skilled trainers in the STEVTA is mainly attributed towards the existing service rules for teaching and non-teaching staff in the field of technical education. There are also no incentives for in-service training and promotions. The stakeholder discussions at technical training institutes revealed that a few trainers undertook further study on their own personal initiative as they considered it necessary for professional development. The Working Group recommends that STEVTA will work on reforms in this area as well, and facilitate that teaching and non-teaching staff receive opportunities for professional development on a regular basis.

The actual status of teaching staff in all categories of the Institutes is graphically presented below:



Various activities undertaken by the STEVTA in collaboration with donor agencies are slowly improving the capacity of trainers and principals. The planned training institutes for trainers and Centers of Excellence are also a step towards improvement of teaching standards.

Participation of the Private Sector and NGOs

Private Sector in the province of Sindh is highly proactive and is contributing significantly in the skill development of youth. Trade Associations like Pakistan Ready-Made Garment Manufacturers Association (PREGMA), the all Pakistan Textile Manufacturers Association (APTMA), Pakistan Automobile Manufacturers Association (PAMA), etc are just few to name who have their own training facilities catering for the needs of their specific industry. NGOs like Hunar Foundation, Amantech, Memon Foundation, Skill Council, etc are few other active NGOs which are producing high quality skilled workers in numerous general trades like AC & Refrigeration, Electricity, Plumbing, etc.

STEVTA is encouraging private participation for improved quality of technical education and vocational training. The Government of Sindh has allocated seed money of Rs.200.00 Million to this end. The first initiative under Public Private Partnership (PPP) was establishment of Vocational Training Center at Government Polytechnic Institute for Women at Sukkur in partnership with National Rural Support Program (NRSP). Thereafter, several interventions have been formalized with various partners from public and private sectors including Pakistan Air Force, British Petroleum, Furniture Pakistan & PASDEC (subsidiaries of PIDC), The Hunar Foundation (a subsidiary of The Citizen Foundation), Health and Nutrition Development Society (HANDS), Sindh Rural Support Program (SRSO). Public Private Partnerships and role of private sector is enhancing. The private stakeholders focus on the quality of trainings, employing skilled trainers and in

establishing direct linkage with the industry and employment agencies. They also focus on meeting the specific job requirements required outside of Pakistan. This is a both a good sign and an indicator of concern for STEVTA to enable its institutes, come up to the mark so that a greater contribution of public sector TEVT institutes is highlighted.

Government skills delivery institutions:

The STEVTA manages over 250 institutes, spread over 23 districts of the province, which provide technical, commercial, and vocational education and training. The types of institutions catering for male and female students are as follows:

Institutions Type		Institutions			Teachers	
		Male	Female	Total	Male	Female
Department of Technical Education	Government College of Technology	4	0	4	215	
	Government Mono-technical Institutes	44	1	45	93	12
	Government Polytechnic Institutes	15	7	22	189	20
	Government Commercial Training Institutes	16	0	16	63	2
	Government College of Education in Commercial Practices	25	0	25	91	
Directorate of Manpower and Training	Government Vocational Institutes	1	15	16	50	58
	Vocational Training Centre's	4	0	4	25	
	Youth Vocational Centre's	7	0	7	20	
	Apprentice Training Centre's	3	0	3	74	
Department of Social Welfare	Socio Economic Centre	0	16	16		
	Government Vocational Schools	3	53	56	06	112
	Technical Training Centre's	17	6	23	159	19
TOTAL		139	98	237	985	223

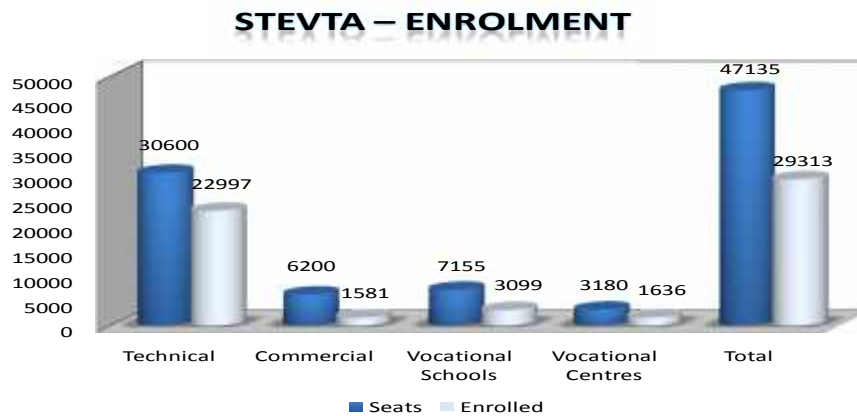
The types of institutions offering different categories of Programs / Courses are as follows:

Type of Institution	Program/Course Category	Duration	Entry Requirements
Government College of Technology	Bachelor of Technology	4 years	DAE
Government Habib College of Technology, Shaheed Benazirabad	Bachelors of Science in Industrial Technology	4 years	DAE
Government College of Technology/Polytechnics/Monotechnic	Diploma of Associate Engineering (DAE)	3 years	Matric/HSc (Intermediate Pre-engineering)
Technical Schools/Government Vocational Institutes	Technical School Certificate/Matric Technical	1 year	Matric
Government Commercial Training Institutes (GCTI)/ Government Colleges of Education in Commercial Practices	Diploma in Commerce (D.Com)/ Certificates in Commerce (C.Com)	1-2 years	Middle/Matric
Government Technical Training Centres (TTC) Vocational Training Centres (VTC) / Social Welfare Training Institutes / GCT / GPI / GMI	Diploma in Information Technology / Certificate / Short Courses	3 months to a year	Middle to Matric
Government Vocational Institutes / Schools	Vocational Diploma / Certificate	3 month to a year	Middle to Matric

The most common courses offered in TVET institutions are: auto mechanic, diesel technology, electronics, foundry, industrial electronics, mechanical drafting, mechanical engineering, refrigeration and air-conditioning, machinist and welding, electrician, computer application, coal mining, petroleum, instrumentation, chemical, garment and textile technologies, etc.

The recent STEVTA review of the infrastructure of TVET institutions (available on its website) reveals that more than 50% of the infrastructure and equipment is in dilapidated condition. While some of the institutions are non-functional, the remaining ones have surprisingly continued to function so far with less than 50% staffing. The review report finds that the institute buildings are very big but allocate less space for training. The institutes lack critical resources especially trained trainers with industry experience.

The present enrollment trends in the Sindh TEVT institutes are as follows:



From anecdotal evidence, it seems that women institutes are on average functioning better than other institutions. This could present an opportunity for STEVTA to capitalize on gender mainstreaming in its institutions.

2. SUMMARY ASSESSMENT OF PLANNED SKILLS DEVELOPMENT/TVET ACTIVITIES

The summary of the current and planned activities for 2012 – 2013 for the province of Sindh is structured according to the 20 strategies in the NSS. The detail of the planned activities is in part 3, Sindh 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:

- **About 30 competency based program will be developed in coordination with World Bank.**
- Establish **Industry Advisory Groups** in all sector in which STEVTA is providing training
- Establish at-least 12 Program Advisory Groups (PAGs), with the support of ILO in (a) Hospitality Sector (b) Food Sector (c) Apparel Sector (d) Beautician Sector.
- Building Carpentry & Masonry curriculum being developed in consultation with UNESCO

1.2 Establishing industry specific centres of excellence

- At least 2 additional centre of excellence (Food Processing Industry specific centre of excellence and Thar Coal mining Centre of Excellence)
- **Establish strong liaison with industry specific centre of excellence established by private sectors**

1.3 Increasing the role of the private sector

- **Establish IMCs for 107 institutes**
- Under agreement with Human Foundation, VTI Korangi's Curriculum for beautician & Apparel design is being developed by city & Guilds, UK.
- Establish multiple Public Private Partnership (PPP) e.g. (Amantech, Hunar Foundation).

1.4 Reforming the apprenticeship systems

- Revision of Ordinance planned by holding meetings with employers and key stake holders.
- Develop priority trades for women (at least 10 with the SSDP World bank project).

1.5 Encouraging entrepreneurship

- **Fully establish 5 career guidance centres**
- Introduce know about business courses
- Prepare STEVTA's own entrepreneurship modules and make it part of the curriculum

Objective 2: Improving Access, Equity and Employability

2.1 Expanding geographical provision

- **Strengthening of existing institutes and ensuring gender balance.**
- **Under the World Bank SSDP program about 50 institutes shall be improved imparting market driven skills training.**

2.2 Making training delivery flexible

- **Establishing model centres in Karachi, Hyderabad, Sukkur, Benazirabad, and Larkana with distance learning facilities**
- Plans to encourage industry through PPP arrangement (support through the Japan External Trade Organization (JETRO).

2.3 Focusing on skills for women

- Under the SSDP project 50% women focused trades have been identified, thereby promoting women involvement.
- One research centre in each district for the development of skills in line with market driven is being considered.

- Women specific non-traditional technologies are being offered. **Under SSDP, e.g. Gems & Jewellery. Other in progress.**

2.4 Training for disadvantaged groups

- Proposals are being considered to give access and specialized support to disadvantaged groups.

2.5 Integrating informal economy workers

- Recognition of skills acquired through USTAD-SHAGIRD system by offering testing & certification program

2.6 Enhancing the mobility of skilled workers

- **Extending MIS to support LMIS.**
- **Coordination with BBSYDP programs to get real time information on skilled workers placement.**

2.7 Providing career guidance and placement services

- **Must in all SSDP Qualified institutes**
- Establishment of career guidance and job placement centres in 5 regional headquarters.

2.8 Offering vocational education in schools

- 80 high schools are being converted to include vocational training centres.
- STEVTA to participate in the national program for integrating vocational training with general education.

2.9 Improving the status of skills development

- **Awareness program, print media, and electronic media, image building through the marketing department of the TEVTA.**

Objective 3: Assuring Quality

3.1 Streamlining policy making

- **Industry, employers, trainees, trainers, testing bodies, management, social-mobilizers as stakeholders have been identified. Formal workshops and meetings are planned.**
- Sindh skills strategy (SSS) is being developed. Work in progress
- World Bank is sponsoring cellular phone based tracer based studies. Still in planning stage

3.2 Establishing a National Qualification Framework

- **Implement NQF in phased manners.**
- Working with NAVTTC in NQF development.

3.3 Registering and accrediting Institutes

- **Review of existing criteria for institutional registration and accreditation**
- Consider proposals for revival of Sindh Trade Testing Board (STTB)

3.4 Reforming the management of training institutes

- **More capacity development programs for trainers, principals and lab staff are being planned with the support of ILO.**
- **Structured training program for Principals and Managers connected with performance delivery and targets under SSDP program is being prepared.**
- Capacity development workshops are periodically held.

3.5 Training instructors

- **Skill based trainings to enhance competency standards for trainers are planned.**
- **Additional allowance and incentives for visiting trainers from private sector being acquired to support existing teaching and training in TEVT institutes.**
- Three staff training institutes are being developed.

3.6 Undertaking research

- Proposed through centres of excellence concept. Future activity.

Priorities and relationship to the NSS: Current and planned activities are consistent with NSS objectives and national priorities. However, their implementation would require strong collaborated support from national partners and donor agencies. Sindh TEVTA established in 2009 is the organizational umbrella that can implement these priorities if technical assistance is provided. Key activities highlighted above require strong management support, good governance and government support. In Sindh many activities are taking place supported by ILO, World Bank and GIZ.

Economic implications: The NSS specified reforms and the action plans proposed in this document, would certainly contribute to growth and employment. The implementers of this plan would have to have flexibility to make trade-offs, to achieve entire implementation of NSS by adjusting the provincial priorities. The present provincial government policy is towards encouraging the TEVT sector. A great example is Benazir Bhutto Shaheed Youth Development Program BBSYDP, which is aimed towards the training of over 100,000 youth per year in employable skills. Continuity of on-going projects requires government support and other donor agencies' support. Unless guaranteed, the Sindh plan alone cannot guarantee any results.

Policy, regulatory, funding, infrastructure and implementation issues: The STEVTA headquarters, BBSYDP central management are all resource heavy units formed by the Government. In case of Government change or priority changes, these top management offices and staff may become redundant or out of scope. Proper policy framework, governance statutes and regulations need to be developed and implemented in letter and spirit. Redundancy in management, efficiency and performance metrics for trainers have to be developed and implemented. The culture of promoting and supporting inefficient and corrupt trainers and staff has to be abolished.

STEVTA must declare a phase of consolidation. In that phase, all on-going activities/projects must be clearly assessed with respect to performance. Policies have to be developed to restore confidence of private sector and industries in partnering with public sector TEVT institutes. Policies pertaining to apprenticeship law also require immediate attention. SSDP project under World Bank is very critical for Sindh. If implemented, successfully it can change the spectrum of skill profile of province. The gulf between rural and urban sector training institutes has to be reduced both with respect to facilities and infrastructure and quality of trainers. Role of media and community organization has to be enhanced to promote enrolment in TEVT institutes; in particular dropouts of mainstream education should be encouraged to join TEVT institutes.

Organisational issues: The organizational structure of Sindh TEVTA is well planned and well laid out. However, an organizational assessment of all TVET institutes is required with respect to infrastructure, trainers and facility provisions. Proper selection and placement of principals and trainers is also required. There are institutes with severe shortages of qualified trainers, motivated and energetic principals are also required having strong commitment with the Job. The STEVTA board must have maximum private sector, NGO and trade association members' participation. Under the board, several other committees must be constituted to oversee academic, labour market trends, training of trainers, finance and planning related matters. Members having high credibility must be approached. Strong website having all information for the public ensuring transparency must be developed.

PART 3: 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/funding sources	Conditions required to enable activities to happen	M&E mechanisms
<p>1.1 Introducing Competency Based Training</p> <p>1.1.1 Establish sector specific Industry Advisory Groups (IAG)</p> <p>1.1.2 Develop competency standards.</p>	<p>Current activities STEVTA has constituted Program Advisory Groups (PAGs), with the support of ILO in (a) Hospitality Sector (b) Food Sector (c) Apparel Sector (d) Beautician Sector.</p> <p>Planned Activities Establish IAGs in all sector in which STEVTA is providing training. Develop sectoral councils constitution</p> <p>Current Activities About 30 market driven skills have been identified under World Bank – SSDP Project.</p> <p>Planned Activities GIZ and ILO are also working with STEVTA to</p>	<p>Plans to establish at-least 12 PAGs</p> <p>About 30 competency based courses.</p>	<p>ILO was involved as a catalyst in developing PAGs.</p> <p>ILO is keenly working in this area. Besides World Bank’s SSDP Project also aims in establishing such PAG/IAGS.</p> <p>World Bank GIZ ILO STEVTA</p>	<p>Federal/NAVTTTC or donor funding for national standards and curriculum</p>	<p>Top level management commitment required to establish strong Industry – Institute linkage.</p> <p>Capacity development of top & middle management for establishment of IAGS. Strong IAGS are required to make this plan successful.</p>	<p>STEVTA</p>

Objective 1: Relevant Skills for Industrial and Economic Development

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1.1.3 Develop competency based curricula.	<p>develop competency based guidelines for skills of national importance, under NAVTEC program supported by GIZ.</p> <p>Current Activities Curriculum being developed.</p> <p>Building Carpentry & Masonry curriculum being developed in consultation with UNESCO</p> <p>Planned Activities Competency based program will be developed in coordination with World Bank.</p>		<p>NAVTTTC GIZ ILO World Bank UNESCO</p>		<p>Coordinated efforts required.</p> <p>There are overlapping activities.</p>	
1.1.4 - Develop assessment guidelines	<p>Current Activities Being developed with curriculum.</p>		<p>Various Sponsors</p>		<p>Coordinated efforts are required.</p>	<p>STEVTVA</p>
1.1.5 Develop teaching/learning material and course contents	<p>Planned Activities Will be developed after</p>					

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	curriculum is developed.					
<p>1.2 Establishing Industry Specific Centres of Excellence</p> <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>Current Activities Govt. Polytechnic Institute at Khairpur established for Petroleum Technologies in collaboration with Ministry of Petroleum.</p> <p>Planned Activities Govt. Mono-technical Institute (GMI) Mithi being connected into Thar Mining Institute.</p> <p>Current Activities GCT women Fashion Design course collaboration with Manchester University, UK.</p> <p>Planned Activities</p>	<p>At least 2 additional centres of excellence. Also establish strong liaison with industry specific centre of excellence established by private sectors.</p>	<p>Ministry of Petroleum.</p> <p>Govt. of Sindh as a part of Corporate Sector Responsibility in tri-pate arrangement with Education & Training International Australia.</p> <p>University of Manchester, in collaboration with ILO and British Council.</p>	<p>Rs. 600 M</p>	<p>Required strong interaction with industry.</p> <p>PC-1 submitted, acceptance awaited</p> <p>Planning stage proposals being</p>	<p>STEVTA</p> <p>STEVTA</p>

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	<p>Food Processing Industry specific centre of excellence.</p> <p>Few other programs for specific technology collaborating with foreign Universities.</p>		JICA		developed.	
1.3 Increasing the role of the Private Sector	<p>Current activities Under PPP arrangement with ENGRO & DESCON centre of Pakistan Chemical & Energy Training Institute sector established.</p> <p>Other PPP partners include: Pakistan Air Force, PASDEC, SRSO, Human Foundation, NRSP</p> <p>Planned Activities Under agreement with Human Foundation, VTI Korangi's Curriculum for beautician & Apparel design is being</p>		<p>ENGRO chemicals</p> <p>City & Guilds, UK</p>	<p>Rs. 25m from STEVTA</p> <p>Rs. 100m</p>		<p>STEVTA & ENGRO</p> <p>STEVTA</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>developed by city & Guilds, UK.</p> <p>Current Activities To establish under PPP arrangement centres at Nawabshah, Jacobabad, and Badin with Pakistan Air Force.</p> <p>Will establish IMC's for 107 institutes.</p> <p>Current Activities In coordination with various manufacturers/industries (Machine tool factory, die and mol industry, Pak Suzuki, atlas)</p> <p>Multiple PPP with industry (e.g. Amantech, Human Foundation) IQRA University in progress. NRSP(National Rural Support Program)</p> <p>Current Activities</p>			<p>Normally under 80-20 ratio of investment 80% from STEVTA & 20% by Private Partner for capital expense.</p>	<p>Strong follow-up and strong mechanism to check & monitor the agreements.</p> <p>NAVTTTC to develop sector councils at national level to engage industry employers</p>	<p>STEVTA</p>

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<p>1.3.3 NAVTEC develops Public Private Partnerships with industry (government shares costs of delivery, accredit courses, encourages more divers courses).</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>Discussions are planned with employers. No activity.</p> <p>Current Activities BBSYDP program shall provide training through private sector to about 25,000 trainees</p> <p>Planned Activities No serious new activity planned.</p> <p>Current Activities Capacity Building Workshops held.</p>		<p>World Bank</p> <p>ILO</p>		<p>Awaiting NAVTEC's proposals for funding.</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 The existing Apprenticeship Ordinance of 1962 is not in place.</p> <p>Planned Activities Revision of Ordinance planned by holding meetings with employers and key stake holders.</p> <p>Percentage of</p>	<p>Recommendations amendment in apprenticeship ordinance 1962 and rules to be presented and o get them</p>	<p>Law Department</p>		<p>Apprenticeship approach and law reviewed and revised at federal level – NAVTTC & federal Dept of</p>	<p>STEVTA</p>

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1.4.2 Include trades for women.	<p>employees' income goes into a Levy Tax, which is used for Vocational & Technical Training. This is done in countries like Malaysia, Singapore, (Silence), etc.</p> <p>Current Activities Apprenticeship in Garment Industry for Women is established with no involvement of STEVTA.</p> <p>Planned Activities Priority trades for Women are being developed. Under SSDP project minimum 10 Women focussed trades have been kept.</p>	<p>approved by the Parliament</p> <p>To start minimum 10 Women specific trades on priority basis.</p>	<p>SSDP Project through World Bank Japanese International Cooperation Agency (JICA)</p>		<p>Labour and Manpower Incentives needed</p> <p>Approval of legislation</p> <p>Strong IMCs and Community involvement.</p>	STEVTA
1.4.3 Encourage trade associations and industry groups to promote the apprenticeship system.	<p>Current Activities Linkages exist, they are being strengthened.</p> <p>Planned Activities</p>					

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1.4.4 Bring apprenticeship training under NQF.	Build upon existing linkages and strengthen alumni network Not Planned. Implement when NQF available	Bring service sector into system				

1.5 Encouraging Entrepreneurship						
1.5.1 Develop entrepreneurship modules	<p>Current Entrepreneurship Courses by NGOs, ILO, British Council and few entrepreneur workshops are regularly conducted.</p> <p>Planned Know About Business (KAB) trainings to be introduced.</p> <p>Prepare STEVTA's own Entrepreneurship modules. To make it part of Curriculum.</p>	Promote mechanisms	ILO and British Council		Proposals are to be prepared for funding by British Council and ILO.	STEVTA
1.5.2 Career guidance about self employment options and requirements.	<p>Current Career counselling centres in five regions</p>	To be fully established 2 more. Currently 3 existing				
1.5.3 NAVTEC will also assist career guidance and job placement centres in developing linkages with microfinance institutes.	<p>Career Counselling Centres are performing job placement role</p>	Currently 3 existing (in Karachi), 2 more are to be established in Hyderabad and Sukkur.			Links with microfinancing established at national level	
1.6 (Other provincial areas of priority)						

Objective 2: Improving Access, Equity and Employability						
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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 All 23 districts of Sindh have Polytechnic Institutes. Most of the Tehsils have either Monotechnic Institutes, or Vocational Training Institutes. A total of 265 such institutes.</p> <p>Planned Activities Strengthening of these institutes and to ensure gender balance.</p> <p>Under the World Bank SSDP program about 50 institutes shall be improved imparting market driven skills training.</p>	<p>Out of 265 only 46 Institutes are fully operational. Improvement with respect to infrastructure and human resources is planned.</p>	<p>Government of Sindh NAVTTTC World Bank</p> <p>GIZ (Institutional Assessment) ILO (Capacity Building)</p>	<p>Institute development grants for TEVTA institutes up to Rs. 200 M allocated in 2012-13 by GoS.</p> <p>Additional Rs. 1 Billion kept in entire ADP budget for Institutional development in ADP.</p>	<p>Shortage of teaching staff and trainer is deficient in recent trends. Female trainer is only in certain specific trades offered at VTIs.</p> <p>Poor condition of labs and lab equipments.</p> <p>Power crisis and floods have damaged many institutes.</p> <p>STEVTA to develop priority areas for improvement.</p>	<p>Strong M&E by STEVTA required.</p>

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<p>2.2 Making training delivery flexible</p> <p>2.2.1 Flexible training delivery (part-time and evening-shift programmes, use premises of existing educational establishments, including Madrassa, during holidays and after regular working hours; use television, video and ICT, develop distance learning and pilot it in remote and difficult to access areas and amongst groups of women with restricted mobility).</p>	<p>Current activities Evening & Morning shifts exist in some Institutes. No flexible training exists. No training in Madrassa's. No notable use of ICT & Videos. Curriculum is approved by Sindh Board of Technical Education (SBTE) and exams are also conducted by SBTE for Diplomas and Certificate courses.</p> <p>Planned Activities Establishing model centres in Karachi, Hyderabad, Sukkur, Benazirabad, and Larkana with distance learning facilities</p>	5 such centres	GIZ	Funding for infrastructure & location improvement to be borne by other donor agencies or STEVTA. TOT costs to be provided by GIZ.	Planning stage three years proposal commencing in 2012-2013. Initially, it will aim for TOTs in ICT based technologies.	

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2.2.2 Encouraging industry to make their facilities, equipment and expertise available for the delivery of realistic, workplace training.	<p>Current Activities Work in progress. Nothing materialized yet. Letters sent to organizations.</p> <p>Planned Activities Plans to encourage industry through PPP arrangement. Proposal being initiated with Japan External Trade Organization (JETRO).</p>	In Private sector, institutes exist that facilitate workplace Training. MOU's planned with such Private sector Industries/Institutes.	JETRO JICA			
2.2.3 Establish mobile training units	None but on priority list					
2.2.4 Adapt structure of training programmes to the needs of a wider range of learners and situations.	Planned in Future	Introduce limited double shifts			Required capacity development of top level management, Principals/In-charges of institute & trainers.	
2.2.5 Give trainees the option of taking several shorter courses over an unstipulated period of time.	There is no provision yet					
2.2.6 Offer block allocations and day release system where training combines classroom and workplace learning	No such concept exists in Government owned institutes.					

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<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 Institutes are responsible for creating awareness via word of mouth, door to door promotions, parent trainer meetings etc. Trades like garments, beauticians, stitching, knitting, and computers.</p> <p>Planned Activities Under the SSDP project 50% women focused trades have been identified, thereby promoting women involvement.</p> <p>One research centre in each district for the development of skills in line with market driven is being considered.</p> <p>Women specific non-traditional technologies</p>		World Bank		Capacity development of trainers. Strong marketing. Strong Career Awareness & Guidance.	STEVTA through IMCs.

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	<p>are being offered under SSDP, e.g. Gems & Jewellery. Other in progress</p> <p>Look at opportunities for coeducation</p>					
<p>2.4 Training for disadvantaged groups</p> <p>2.4.1 Reservation of seats for disadvantaged groups.</p>	<p>Current activities Quota system exist for disadvantaged groups</p> <p>Planned Activities Efforts required improving intake for disadvantages & Vulnerable groups.</p>	Expanding training in prisons			Capacity development of top & middle management	

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2.4.2 Scholarships/stipends	None planned for future					
2.4.3 Special training programmes	None. Efforts were made through SSDP but no proposals initiated.					
2.4.4 Establishment of Crafts Coordination Council	None					
2.5 Integrating Informal Economy Workers	Current activities Part of NQF and also part of Provincial Strategy. No project/activity exist other than Capacity Development of top level management.					
2.5.1 Recognition of Prior Learning	Planned Activities Recognition of skills acquired through USTAD-SHAGIRD system by offering testing & certification program, probably through Trade Testing Board				Development of suitable RPL mechanism and tools nationally	STEVTA
2.5.2 Imparting core skills such as basic literacy and numeracy	None				Capacity Development workshops required for informal sectors	
2.5.3 Entrepreneurship and self-employment programs for Ustad-Shagird	None, ignored area					

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streams						
<p>2.6 Enhancing the mobility of skilled workers</p> <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>Current activities Part of Labour Market Information System (LMIS). MIS of Institutes and students exist, but no linkage with any LMIS.</p> <p>Planned Activities Extending MIS to support LMIS.</p>				<p>Need to involve Ministry of Overseas Employment, OEC and OEP</p> <p>Links with foreign and local labour market job portals is required. Should develop E-Job portal. National LMIS available</p>	STEVTA

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<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>None. Informal lectures do take place, but none done formally.</p> <p>No activity.</p> <p>In initial stage of discussion</p> <p>Introduction of City and Guilds programs. Five such programs started so far.</p>				<p>Can transform existing Computer Labs into Foreign Language learning centres.</p> <p>Linkages with Overseas Employment Cooperation are required.</p> <p>Need to introduce soft skills/life skills into curricula</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</p>	<p>Current activities</p> <p>Five Career Counselling Centres at Karachi, Hyderabad, Sukkur, Mirpurkhas and Larkana have been established. Of which the former three are actively working.</p>		USAID		<p>Proper Vision documentation with objectives, strategic directions, goals and objectives is required. None exists.</p> <p>Strong linkages with Industry of</p>	<p>STEVTA must perform institutional assessment of these Centres.</p>

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<p>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>Planned activities Extensive work going on with the help of ILO and British Council. Must in all SSDP Qualified institutes.</p> <p>Work in Progress</p> <p>Link LMI and career centres</p>		ILO		<p>these centres are required.</p> <p>Mostly capacity development.</p> <p>National LMIS available</p> <p>No proper documentation on how it shall be linked with International and other local employment agencies exists.</p>	
<p>2.8 Offering vocational education in schools</p> <p>2.8.1 Design a nationally uniform system of vocational education in schools.</p>	<p>Current activities</p> <p>None. Expected that NAVTTC shall provide.</p> <p>Planned activities</p>		Sindh Government		<p>DoE needs to be involved</p> <p>National policy development needs to occur</p> <p>Orders being</p>	

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<p>2.8.2 Revival of existing TVET system in schools</p> <p>2.8.3 Develop school and college qualifications that combine academic and vocational knowledge, which would be linked to NQF</p>	<p>80 High Schools are being converted to include vocational training centres (hybrid approach).</p> <p>Not as Yet. Participate in national program</p>				executed without proper planning with respect to lab, curriculum planning and relevancy of the skill.	STEVTA
<p>2.9 Improving the status of skills development</p> <p>2.9.1 Develop a communication strategy to enhance the reputation of TVET.</p>	<p>Current activities</p> <p>Established Marketing department at STEVTA</p> <p>Planned activities</p> <p>Awareness program, print media, and electronic media, image building.</p>				<p>Enormous improvement required. Private sector examples like Amantech should be followed.</p> <p>Action should be in conjunction with national campaign</p>	STEVTA
<p>2.10 (Other provincial areas of priority)</p>	<p>None</p>					

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<p>3.1 Streamlining Policymaking</p> <p>3.1.2 Clarify role and mandate of various stakeholders</p> <p>3.1.3 Formulate a comprehensive national TVET sector plan</p> <p>3.1.6 Develop federal and provincial NSS implementation plans</p> <p>3.1.5 Strengthen TEVTA/provincial /regional TVET Departments</p>	<p>Current activities Being developed with the help of ILO</p> <p>Planned Activities Industry, employers, trainees, trainers, testing bodies, management, social-mobilizers as stakeholders have been identified. Formal workshops and meetings are planned.</p> <p>None exists.</p> <p>SSS (Sindh Skill Strategy) work in progress (5 year plan)</p> <p>Linkages between NAVTEC & STEVTA exist.</p>		ILO assisting in developing proposals.		<p>STEVTA, BBSYDP to take this as serious priority item.</p> <p>Policy streamlining should include federal versus provincial & regional level rationalisation and reduction in fragmentation</p> <p>Effective coordination</p>	STEVTA

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3.1.7 Develop MIS, M&E and GIS for TVET	Strong link with other regional TVET departments within province also exists. An MIS exists. Extended MIS with GIS support is under development.	Completion of MIS	Sindh Government		between Regional Directorates and Headquarters is required. MIS is supporting only STEVTA institutes. Must be linked with other databases like BBSYDP MIS.	
3.1.8 Introduce Tracer studies	World bank is sponsoring cellular phone based tracer based studies. Still in planning stage.					
3.1.9 Establish Labour Market Information System to support policy formulation for a competency based demand driven TVET	None. Integral part of NSS and SSS.				World Bank Tracer study for BBSYDP exists. Lessons learned should be incorporated and weak areas be improved.	

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3.2 Establishing a National Qualifications Framework 3.2.1 Formulate NQF 3.2.2 Implement NQF in phased manner	Current activities None. Considered NAVTTC's Role Working with NAVTTC. Will implement when available.		NAVTTC		NAVTTC to lead development and coordinate implementation Concept papers have been presented. Issues have been identified which are being incorporated with NAVTTC.	IAG's / PAGs established by STEVTA
3.3 Registering and Accrediting Institutes	Current activities Internal Criteria exists. Also SBTE criteria for institutional registration and accreditation.					

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<p>3.3.1 Develop criteria for Institution assessment,</p> <p>3.3.2 Establish an accreditation body in the country</p>	<p>Planned activities The criteria are planned for major improvement.</p> <p>Testing & Accreditation body (Sindh Trade testing Board) Sindh exists. The Board is primarily dormant.</p>				<p>Registration provincial responsibility, accreditation federal. NAVTTC to coordinate all of it</p> <p>The STTB needs revival.</p>	STEVTA
3.4 Reforming the management of training institutes	<p>Current activities Hierarchy of Institutes and whole STEVTA is being implemented. Training & Capacity development for principals. Two batches of 30 each trained with the help of ILO. Specifically management training</p>					

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3.4.1 Increase capacity of training providers	Planned activities More Capacity development programs for trainers, principals and lab staff are being planned through ILO. Includes HR training for CBT	Train in use of HR Information System	ILO		Strong reform required in the management structure of institutes. Capacity of Principals needs improvement.	STEVTA
3.4.2 Create incentives for better performance of TVET institutes	Reward system is available but not implemented. Incentives in the shape of appreciation on forums and some time different gifts like laptops etc. are given.				Structured reward System and performance based evaluation of trainers and heads of institutes should be developed.	STEVTA
3.4.3 Introduce financial autonomy and accountability	Budget is controlled by the principals. Internal & External Audit of institutes is performed. Budgets are proposed by Institutes.	Introduce Institute Management Committees for all institutes			Standards for teachers need to be developed nationally to use in recruitment and evaluation	
3.4.4 Train managers and principals in terms of TVET reform	Capacity development workshops are periodically held.					

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3.4.5 Reform and revamp the selection process of managers.	<p>Planned Activity: Structured training program for Principals and Managers connected with performance delivery and targets under SSDP program is being prepared.</p> <p>None. Only discussions.</p>				Highly politicized system. Would require major changes. Qualification and performance based selection and promotion policy is required, not just seniority based.	STEVTA
3.5 Training Instructors	<p>Current activities Extensive Instructor training program is in place. Mostly trainings cover management and pedagogical skills. Skill based trainings are required.</p>					

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<p>3.5.1 Introduce (1) upgrading knowledge in new technologies, critical for new and/or emerging sectors; (2) upgrading teaching and assessment skills in competency based training</p> <p>3.5.2 Develop competency standards for trainers 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 trainers combining workplace experience & professional development.</p>	<p>Planned activities Such skill based trainings enhancing competency standards are planned.</p> <p>None.</p> <p>None.</p> <p>None.</p>				<p>Standards for teachers need to be developed nationally by NAVTTC</p> <p>Need to increase capacity and capability of national teacher training facilities through NAVTTC</p> <p>Institutes have to create strong Industry – Institute linkage.</p>	<p>STEVTA to have a strong check on Trainers.</p>

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<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>No incentives as unemployment levels are very high. Visiting trainer's is hired wherever required at Rs. 300 / hr.</p> <p>Planned Activity Work in progress with GIZ to develop three staff training institutes.</p> <p>Work in progress with GIZ to develop three staff training institutes.</p> <p>Not as yet</p>				<p>No visiting teaching rates. No check on the competency of visiting trainers. Need allowances and incentives for visiting faculty from private sector</p>	
<p>3.6 Undertaking Research</p> <p>6.6.1 Develop an information and knowledge management system, where</p>	<p>Current activities</p> <p>Have research capability</p> <p>Planned activities</p> <p>Proposed through centres of excellence</p>					

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<p>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>concept. Future activity.</p> <p>None. Reliance on 3rd party data.</p>				<p>Needs to be national research capacity coordinated by NAVTTC</p>	