Framework Contract Beneficiaries 2013 - EuropeAid/132633/C/SER/MULTI
Lot 9: Culture, Education, Employment and Social

RfS 2018/395275

Year 1 and mid-term Evaluation of TVET III

Final report: First mission

31 May 2018

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This Project is funded by
The European Union

A project implemented by
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LIST OF ABBREVIATIONS

Acronym/abbreviation	Meaning
BIA	Business and Industry Association
BTE	Board of Technical Education
CBT&A	Competency-based Training and Assessment
CCI	Chambers of Commerce and Industries
CMT	Chief Master Trainer
CoE	Centre of Excellence
CVT	Cooperative Vocational Training
DAC	Development Assistance Committee
DFID	Department for International Development
HRD	Human Resource Development
IMC	Institute Management Committee
JICA	Japan International Cooperation Agency
L5	Level 5
MIS	Management Information System
MoFEPT	Ministry of Federal Education and Professional Training
MoU	Memorandum of Understanding
NAVTTC	National Vocational and Technical Training Commission
NISTE	National Institute of Science and Technical Education
NTB	National Training Bureau
NSIS	National Skills Information System
NVQF	National Vocational Qualifications Framework
OJT	On-the-Job Training
PFMA	Pakistan Footwear Manufacturers Association
PGMEA	Pakistan Gloves Manufacturers and Exporters Association
PRGMEA	Pakistan Ready Made Garments Manufacturers and Exporters Association
PVTC	Punjab Vocational Training Council
RPL	Recognition of Prior Learning
SSC	Sector Skills Council
TEVTA	Technical Education and Vocational Training Authority
TICA	Turkish International Cooperation Agency
TLM	Training and Learning Material
TTB	Trade Testing Board
TTC	Technical Training Centre
TVET	Technical and Vocational Education and Training
VC&JP	Vocational Counselling and Job Placement

1. INTRODUCTION

1.1 Background and evaluation context

Pakistan is faced with plethora of problems like low literacy rate, high inflation and low economic growth rate. Ranking at 146 on the Human Development Index, 45.6% of Pakistan's population faces situation of multidimensional poverty. As per Population and Housing Census 2017, the Pakistan population has reached 207.77 million[1]. Around 40% are in 15-40 years' age group. According to CIA World Fact Book[2], the proportion of population between 15-24 years is 21.14%. If properly trained, this young population can be an asset but unfortunately less than 20% complete secondary school and very small percentage acquire employable skills. Therefore, skilling for gainful employment is among the most pressing challenges the country faces.

The TVET System that has potential to support the country in its skilling endeavours is fragmented and involves several federal and provincial bodies from public and private sectors with some overlapping TVET functions. Major players in the system include Ministry of Federal Education and Professional Training (MoFEPT), National Vocational and Technical Training Commission (NAVTTC), National Training Bureau (NTB) and National Institute of Science and Technical Education (NISTE) at the federal level. At the provincial level, Provincial Departments of Industries for example in Punjab and Departments of Social Welfare in AJK, Technical Education and Vocational Training Authorities (TEVTAs)/Regional Directorates of Technical Education (DTEs) and their training institutes, Boards of Technical Education (BTEs), Trade Testing Boards (TTBs), Staff Training Institutes (STIs)/ Teacher Training Institutes (TTIs) have major role in the system. Federation of Pakistan Chambers of Commerce and Industries (FPCCI) and the Business and Industry Associations (BIAs), and private sector TVET providers are important stakeholders outside government.

NAVTTC data shows that there are 3601 TVET institutes (Both public and private)[3], offering wide range of TVET courses of varied durations. These provisions are grossly insufficient to cater the huge population and large number of annual labour market entrants. The quality of TVET is generally considered being substandard. Traditional time-bound curriculum-based training system, inadequately trained teachers, inadequately equipped workshops and laboratories, and limited emphasis on competency development are the major contributing factors. Lack of involvement of BIAs and enterprises/employers in decision making, planning and implementation of TVET initiatives are the other important elements that inhibit the sector development.

To support the government efforts to address these issues, European Union (EU) among other donors has been playing an active role since 2011. The two EU funded TVET Reform Support Projects, TVET-I and TVET-II were implemented by GIZ. The 2nd phase (TVET-II) completed in 2016 had initiated TVET reform agenda such as supporting development of TVET Policy, national vocational qualifications framework (NVQF), accreditation and capacity development of federal and provincial TVET authorities. Sector's dynamic and complex nature required enduring efforts for sustaining systems developed. Encouraged by the success in the past and lessons learned, EU has continued its support to the government through the project entitled 'Support to the Technical Education and Vocational Training Sector in Pakistan' Project also known as TVET-III.

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1 Provisional summary results of 6th Population and Housing Census 2017
2 https://theodora.com/wfbcurrent/pakistan/pakistan_people.html (Pakistan People 2018, CIA World Fact Book: Population between 15-24 Years of age is estimated as 21.14%).
3 National Skills Information System data, NAVTTC, 25 May 2018

GIZ is entrusted with the implementation responsibility of TVET III as well which is under operation since January 2017. In order to evaluate its Year One operations (January 2017 to March 2018), EU commissioned an evaluation mission with two evaluators (Annex 1).

1.2 Rationale

Identifying issues and challenges related to project implementation on time helps taking timely corrective measures. This is an important step in effective project management and is therefore, often part of the project design. The findings from this exercise are expected to help assess whether the project is progressing in right direction, following right processes and steering towards achieving expected results. The timely recommendations could allow project management putting corrective measures, if warranted, in time. Accordingly, based on the agreed methodology, this evaluation report has been prepared.

1.3 Objectives of the Assignment

The main objectives of this assignment were to:

- Carry out an overall assessment of the past performance of the project under reference, paying particular attention to its intermediate results measured against its objectives; and
- Document key lessons and make recommendations in order to improve current and future actions.

1.4 Scope of the Assignment

The terms of reference (ToR) expect this evaluation to provide an understanding of the cause and effects links between the inputs, outputs, outcomes and impact. Evaluation has therefore, focussed more on effectiveness of the planned activities in terms of achieving the project outputs and outcomes. Hence, major question would be to what extent were the project actions and intermediate results on track contributing towards the project objectives? In case certain activities were found not delivering the expected outputs, the evaluation team was expected to suggest alternate/more effective means and thus make suggestions for fine-tuning the project action plan. The ToR for this assignment are presented in Annex 2.

Following the ToR provisions, the evaluators prepared the Inception Report that was presented to the Reference Group meeting on 13 April 2018 at EUD office. Based on the feedback received, the consultants revised the methodology, particularly the Evaluation Matrix. As explained in the Matrix, in addition to the Development Assistance Committee (DAC) evaluation criteria, the project progress was also assessed based on two EU specific evaluation criteria i.e. Coherence and the EC value addition.

1.5 Introduction to the Project

1.5.1 Project Objectives, Results Areas and the Funds

The overall Project objective is ‘to contribute towards socio-economic growth of Pakistan through development of human resources that enable people to engage in productive employment. Improving governance and private sector participation to enhance access to quality skills development that meets demand of the labour market is its specific objective. Results against this objective are expected to be measured through the following four indicators:

a. Private sector engagement in decision making bodies such as NAVTTC/ TEVTAs/ Institute Management Committees (IMCs) is improved;

b. On-the-Job training (OJT) or workplace-based training has produced better employment outcomes;
c. Competency-Based Training and Assessment (CBT&A) trained and certified graduates have experienced increased employability in their field and are seen as an asset by employers; and
d. Monthly income of trained graduates has met the Pakistani minimum income threshold.

The Project results areas include:

- Equitable access to market led TVET system and enhanced employability of graduates through implementation of relevant provisions of National TVET Policy and National Skills Strategy (Result 1); and
- Trainings designed and delivered with increased collaboration and involvement of private sector, leading to greater employability (Result 2).

Result Area 1 with focus on TVET governance, NVQF operationalization, development and implementation of CBT and teacher training is a nationwide program (Map 1.1). The Result Area 2 on the other hand is on skills training of 18,000 people and is implemented only in Sindh and Baluchistan Provinces. These results are expected to be measured through eight indicators as mentioned in the DoA.

Map 1.1: Map of Pakistan

Originally the project was co-funded by EU and Government of Germany and later Government of Norway joined the initiative. Of the total EUR 56,000,000 project budget, 77% (EUR 43,500,000) is EU contribution and the remaining funds come from Governments of Germany (EUR 8,000,000) and Norway (approximately EUR 4,500,000).

1.5.2 The Project Partners and Management

NAVTTC and TEVTAs are the main project partners. In addition, Boards of Technical Education (BTEs) and Trade Testing Boards (TTBs) and training institutes are other major stakeholders in provinces and regions. With participation in Sector Studies, trades prioritization and even in CBT packages development and implementation, BIAs and individual employers of various scales have been critically important project partners.

The Project is in operation under the overall guidance and supervision of Steering Committee led by Executive Director NAVTTC as Chairman with 2 co-chairs, one from EUD and 1 from private sector (from the three nominated representatives who will co-chair on rotational basis). Other members include representatives from Federal Ministry of Industries and Production, Sector Skills Councils, Qualification Awarding Bodies, Development Partners (Norway and F.R. of Germany), Business and Industry including FPCCI, and Public Sector Training Providers (TEVTAs and PVTC).

The GIZ, through its Program Management Office (PMO) located in Islamabad and its Regional Teams located in Punjab, Sindh, Baluchistan, KP and AJK manages the Project.

2. METHODOLOGY

The methodology used in this evaluation was guided by the ToR provisions, particularly the assignment objectives, previous review and evaluation experiences. The draft Inception Report was shared with the Reference Group on 13 April 2018 where critical inputs were provided for its improvement. Accordingly, the report was substantially revised particularly the methodology chapter. It included at least one evaluation question for each DAC and EU/EC specific evaluation criteria. Summary of the methodology used in this evaluation is presented below with its details in Annex 3.

Considering the wide areas to cover under this assignment, the evaluators used comprehensive evaluation approach comprising of desk review and consultative meetings/interviews at federal, provincial and local levels. This action was complemented by observations of relevant Project activities.

The evaluation mission was completed in five steps: i) Desk review; ii) Briefing from the reference group and sharing of Inception Report; iii) Field work in Islamabad and provinces/regions; iv) debriefing of the preliminary findings; and v) Detailed analyses and report preparation.

Participatory approach was followed at each step of the evaluation. Due to the nature of the assignment, much of the data and information were based on secondary sources including interventions specific documents and progress reports. These findings were complemented and substantiated by information collected through focused group discussions (FGD), interviews and observations during field visits. This exercise helped the evaluators to understand and internalize the project context and achievements made so far. Gender issues were kept in perspective at every stage of the evaluation.

2.1 Methodology

2.1.1 Desk Review and Initial Consultations

During the Inception phase, following activities were carried out:

- Reviewed project relevant literature (Annex 4) inter alia including the DoA, Project's Inception Report and progress reports. The project prepared Results Matrix (Annex 5) was one among other important documents that helped building evaluators' understanding of the project milestones and progress made. It was helpful for preparing FGD/meeting/interview instruments;
- Held meetings with the Reference Group in Islamabad. During these meetings, briefing on the progress made so far and major issues were discussed. It was also an opportunity to share initial ideas on methodology, respondents to meet and organizations to visit.

2.1.2 Evaluation Matrix

Indicative evaluation questions shared through the ToR served as guideline for developing Evaluation Matrix that helped to carry out planned tasks with regard to the assignment effectively. It helped more focused review of relevant documents and making best out of the field visits by conducting FGDs and interviews in a planned manner to collect necessary information. While designing the questions, major focus was on assessment of delivery of planned milestones as an indication of contribution towards Project objectives. The evaluation Matrix was further improved based on the feedback from the Reference Group and is presented in Annex 3 Table 1. The Evaluation Matrix contains following sections:

- Major evaluation questions;
- Preliminary findings/ answers to these questions based on desk review and information gained through briefings by EUD and GIZ;
- Sources and tools.

The evaluation questions had been made as comprehensive as possible. At least one question was proposed for each of the five DAC evaluation criteria. Moreover, it also included the questions relevant to EU Value Addition and Coherence. As their own guiding tool, evaluators also developed judgement criteria which helped them in assessing the progress against indicators. The last section of each evaluation question indicated how the data and information would be collected and the tools to be used.

2.1.3 Sources of Data and Information, and Method of Collection

As presented in Annex 3 Table 1, sources of data and information included relevant documents – DoA, and agreement papers, the Project progress reports, notifications, and Project meeting minutes. The EUD and the Project team, national and provincial TVET authorities, teacher training institutes, qualification awarding bodies (QABs), training providers and private sector were the other sources. Additionally, representatives of BIAs and individual employers were the most important sources of information. Expert opinions were sought in areas such as CBT&A and independent teacher training institutes Vs CoEs. Project MIS/database was the other major source of data and information. In order to document the data and information available, various tables were prepared and the project team was requested to fill in them. Information made available against these tables are presented in Annex 6. Information about relevant notifications, development and implementation of CBT&A packages and teachers, assessors and principals' trainings were collected using these tables. Particular attention was paid on gender mainstreaming during this process.

List of people met and organization visited were prepared jointly by EUD, and Project and the evaluation teams. Organization/Area - wise list of persons met is given in Annex 7. In most cases, meetings were conducted on the FGD mode. Evaluation questions were used to facilitate discussions and extract relevant information. However, in case of executives and senior management, it was done in conversation/interview mode. The purpose of the meetings with senior executives was to seek their guidance and explore their overall impression of the Project in general and response to the evaluation questions in particular. Although, lead evaluator also understood Urdu, where needed, he was supported by the national team member.

2.1.4 Stakeholders Consulted

Based on the desk review and preliminary discussion with EUD and Project team, following organizations were identified for consultations. Persons met during these visits are presented in Annex 7:

- Ministry of Federal Education and Professional Training (MoFEPT);
- National Vocational and Technical Training Commission (NAVTTC);
- National Training Bureau (NTB);
- National Institute of Science and Technical Education (NISTE);
- Technical Education and Vocational Training Authorities (TEVTAs) and Directorates;
- Punjab Vocational Training Council (PVTC);
- Boards of Technical Education (BTEs) and Trade Testing Boards (TTBs);
- Donors' representatives, German Embassy and Royal Norwegian Embassy;
- Sector Skill Councils (Hospitality and Construction);
- TVET Advisory Forum Joint Secretariat (JS);

- Business and Industry Associations (BIAs), employers and Women Chambers of Commerce and Industries (WCCIs);
- Project Implementation Unit, Punjab Skills Development Project, Department of Industries, Punjab;
- Coordinators, teachers and staff of projects under Training Fund in Sindh and Balochistan;
- Training Institutes shortlisted for development as Centres of Excellence (CoEs);
- Training Providers e.g. Training Centre of Pakistan Readymade Garments Manufacturers and Exporters Association in Karachi and Institute of Tourism and Hotel Management, Faisalabad;
- Project Teams in Islamabad and provinces/regions.

Inputs from these stakeholders are presented in Annex 9 (Field Notes) as primary data and information.

2.1.5 Consultation Strategy

As mentioned in Chapter 2.2.1, the mission started with initial consultations with EUD and Project team. As a next step, evaluators jointly with EUD and the Project team, prepared the 'Stakeholders' Map' presented above and included in the Inception Report. After approval of the Inception Report, the evaluators started the field work for consultations with the identified stakeholders. As detailed in Annex 3 Chapter 2.6 meetings were carried out with NAVTTC Executive Director and three Director Generals responsible for Planning & Development, Skills Standards and Curriculum and Operations. A quick meeting was also organized with Deputy Chief, Planning, Monitoring and Evaluation Cell (PMEC) under the MoFEPT**.** These meetings were particularly important for gathering understanding on overall TVET direction and policy processes.

Field work in each province and region started with briefing from Project's regional team on their experience on overall implementation process, and progress, lessons learned and issues and challenges encountered. FGD/meetings with TEVTA officials were one of the most important activities for getting their impression of Project progress, processes, issues and challenges and the extent of their involvement. Similarly, meetings with NTB, BTEs and TTBs were important to know about their engagement, capacity, and issues and challenges they faced and recommendations for improvement.

As far as applicable, during the field visits, the evaluators made efforts to meet employers focusing particularly on their engagement in the Project. Productive engagement of business and industry is important for ensuring results oriented TVET interventions and their sustained success.

Enhancing BIAs' productive engagement in the TVET system is one of the major project objectives. Therefore, particular focus was on exploring the processes of their engagement, changes made or indications of change they were experiencing. FGDs and/or interviews with training institute heads, management, trainers, trainees/graduates and TVET professionals were also carried out as appropriate. Focus of such meetings was on exploring the processes used, changes observed and potential benefits ahead. Evaluators also observed field implementation of skills training processes under CBT&A. The stakeholders' inputs were considered critically important for confirming/validation of progress, identification of issues and challenges and sorting out alternatives for addressing them.

2.1.6 Locations Visited and Field Visit Approach

Field visits were conducted for data and information collection and validation of desk review and preliminary findings. Hence, in addition to consultations in Islamabad, visits were made in Punjab, Sindh, Balochistan, Azad Jammu and Kashmir, Khyber Pakhtunkhwa and Federally

Administered Tribal Areas (FATA). Selection of stakeholders and locations to visit were guided by factors such as the ToR provisions, stakeholders' map, and consultation strategy and evaluation questions in perspective described above. While the skills training component (Result 2) related questions were applicable only in Sindh and Balochistan, responses to other questions were explored in all the provinces/ regions. Gilgit Baltistan was not visited because of very limited Project activities over there.

In spirit of the DoA, consultations with BIAs and employers were prioritised. Similarly, FGDs were held at proposed CoEs visited, training institutes, and TTBs and BTEs. In view of internalisation and sustainability of Project interventions, consultations with TEVTAs were considered critical.

2.1.7 Difficulties encountered, Options Taken and limitations

Reliance on qualitative research methods, Project reported data and information were the major limitations of the study.

Although the field visit schedule was finalised with substantial and critical inputs from EUD and the Project, it was challenging to complete the field consultations against the agreed evaluation questions within the available timeline. It was mainly because of the complexity of the Project with several critical components. Number of strategies were used to address this challenge. Conducting consultations by the two consultants in two parallel sessions was one strategy. In some cases, one consultant was engaged in interview while the other was engaged in the observation of available physical facilities. Thanks to the respondents, in many cases, consultants were able to meet them after office hours. At times, stakeholders were engaged in the consultations so intensively and enthusiastically, evaluators had to carefully facilitate and moderate the sessions. Evaluators' proficiency (both in English and Urdu) helped to achieve this need.

In view of very tight schedule and in order to avoid risk with possibility of cancellation of flights, consultants travelled to Punjab by road. It saved time required at the airport. Where possible, consultants made best use of available time by conducting consultations even on the travel days. For instance Government College of Technology (Women), Karimabad Karachi was visited on way to Airport for travel to Quetta and Isra University Hyderabad was visited after office hours on way back from Technical Training Center (TTC) Kotri. Meeting with Chairman Sindh Board of Technical Education (BTE) was held in the evening on return from Kotri. Evaluators are thankful to these respondents for their cooperation.

In some cases stakeholders wanted to know whether the outputs and outcomes achieved justify the expenditures made. They emphasized financial efficiency suggesting use of institute or BIA's premises as venues for meetings and trainings where applicable.

Evaluators considered meeting with NAVTTC and MOFEPT critical, which however was not feasible in one go due to extremely busy schedule of senior management teams. Considering significance of their inputs, consultants made several enduring efforts for receiving their inputs.

International consultant was required No Objection Certificate to visit Peshawar and AJK. Thanks to EUD's concerted efforts, it was available for Peshawar. For AJK it was not possible due to security reasons. Therefore, the national consultant with full preparation in Islamabad with international consultant successfully accomplished the field consultations and collected required information from AJK.

2.2 Preliminary Findings and Sharing

In parallel to the field consultations, evaluators continued reviewing documents collected during the field work. This allowed evaluators to further deepen their understanding of processes and progress, and issues and challenges. This information served as basis for deriving preliminary conclusions and formulating recommendations which were shared during the debriefing meeting organized in Islamabad on 11 May 2018.

3. ANALYSES AND FINDINGS: ASSESSMENT OF PROJECT DELIVERY

3.1 Project Relevance

The Project relevance was assessed under two evaluation questions. The first question was meant *to assess the extent to which the Project had been consistent with, and supportive of, the current policy and project framework within which the Project is placed; the EC's Multi-Annual Indicative Programme (MIP) for Pakistan for 2014-2020, new EU Consensus on Development, the Sustainable Development Goals (SDGs) and Pakistan's development policies (Vision 2025, National Skills Strategy, TVET Policy).*

The findings against the first questions are explained in the proceeding paragraphs:

- Vision 2025 emphasises human resource development through inter alia education and training to take advantage of youth share of population and steer the country out of current socio-economic crisis. The three objectives of the Vision 2025 document include: i) providing relevant skills for industrial and economic development; ii) improving access, equity and employability; and iii) assuring quality, to address the major issues confronting the TVET system. More importantly, the project objectives are in line with this vision that 'Pakistanis have the intermediate skills to help make Pakistan a developed, industrialized, just and prosperous country by 2025. The Vision document has further emphasis on entrepreneurial private sector with potential to generate employment;
- Further, the Project is highly inspired by the National Skills Strategy (2009-13) and National TVET Policy launched in 2015 which is endorsed by the Cabinet in May 2018. These two documents largely guide the TVET sector. The Project interventions such as TVET governance, business and industry engagement, NVQF operationalization, development and implementation of CBT&A, teacher training and recognition of prior learning (RPL) directly correspond to the TVET Policy;
- The EU Multi-Annual Indicative Program (MIP) 2014-2020 specifies TVET as one of the priority sectors for EU cooperation with Pakistan. Under the Objects 3.2.1, it has provision to 'Improve productive capacity and employment of workers through demand driven TVET';
- While the national and international policy provisions explained above remain unchanged since the Project design in 2015, new policy instruments have emerged in the development cooperation field. For instance, with conclusion of MDGs in 2015, the UN Sustainable Development Goals (SDGs) have emerged as new international development agenda since 2016. As the Project is entirely on TVET system development and skilling, it has potential to contribute to the three of the SDG 4 targets and Goal 8[4]. Pakistan is committed to achieving SDG targets. The seven pillars of Vision-2025 are fully aligned with the SDGs, providing a comprehensive long-term strategy for achieving inclusive growth and sustainable development[5];
- Similarly, the New EU Consensus on Development launched in June 2017 has emphasis on promotion of education at secondary and tertiary level, technical and vocational training, and work-based and adult learning. Its emphasis on female participation is well

[4] The SDG 4 is to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all). The three relevant targets under SDG 4 are: Target 4.3: by 2030 ensure equal access for all women and men to affordable quality TVET, Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship and Target 4.7: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. The SDG 8 is on 'Decent Work and Economic Growth': Full and Productive Employment for All.

[5] Ministry of Planning, Development and Reform. Over View of SDGs. Pakistan's Committment, News Letter Vol 1 Issue 2 - http://pc.gov.pk/web/sdg/sdgpak.

explained by the provision stipulated as 'special attention will be paid to education and training opportunities for girls and women'. The EU document also explains its support on digital entrepreneurship, including for small and micro enterprises, to develop locally relevant content and promote innovation and decent job creation'.

In summary, the Project was consistent with the national and international policy instruments.

The second question under the Project Relevance intended to examine *the extent to which the project objectives, intervention logic, interventions and indicators are relevant to the TVET governance and training system related problems*. The findings against the second question are explained in the following paragraphs:

- The National TVET Policy is now approved by the Cabinet. Its planned implementation is even more relevant now than before and in the context where the TVET sector is still predominantly a public system with very limited BIAs' engagement. Even if there are indications of change, they have tendency to be sporadic and ceremonial. Therefore, need for a systemic engagement of BIAs for visible and sustainable changes in TVET governance continues to exist. In view of this persistent situation, the project interventions were directed to achieve productive engagement of private sector;
- The TVET system has persistently been suffering from quality and recognition related issues. They include curriculum based and time bound training with less focus on competency development, inadequately trained teachers, theory dominance and institute-based training without workplace experience. There are large number of conventional TVET programs offered by more than 3600 public and private institutes and some of them offer both conventional and CBT packages. As explained in Chapter 3.2 (Efficiency) and 3.3 (Effectiveness), due to continued TVET reform efforts, AJK, KP and FATA have decided to shift all conventional vocational training courses into CBT&A. However, its success depends on gearing up of CBT packages development. It also required up gradation of age-old machines and equipment used for delivering training. Most of the interventions under result-1 were geared to address these issues;
- As also explained in the DoA, 11 teacher/staff training institutes are insufficient even to cater the public TVET institutes, let alone around 2000 private training providers. There are over 18000 teachers in both public and private TVET institutions. The evaluators gathered that their training learning environment too largely remained unchanged since the DoA preparation time. Further, absence of updated MIS, estimating proportion of teachers benefitting from the conventional teacher training system and lack of authentic data on their training needs also are challenging. Given such context, prevalence of institute based and theory dominated training and assessment system was not a surprise. Also, recognition of TVET certificates in the domestic and international markets does not remain unscathed. Finally, due to absence of steered RPL system tied up with NVQF, a large number of youths and adults skilled in the informal sector[6] remain away from the formal TVET system and hence, remain invisible.

All these constraints reinforce each other resulting into questioning relevance and quality of the TVET services. Hence, the project interventions focusing – governance and management, relevance and quality, capacity enhancement and access - are highly relevant to the problems and issues surrounding the TVET governance.

Further, in a country with 207.77 million population and around 2 million annual new entrants in the labour market[7], annual training places of around 625,600 are insignificant. It may be pertinent to mention that this includes short duration courses as well run by private sector

[6] The Labour Force Survey 2008-09 states that the informal sector accounts for more than 73.3 per cent of the employment in main jobs outside agriculture, more in rural than in urban areas (ilo.org 16.05.2018).
[7] Lagarde, C. 2016. Pakistan and Emerging Markets in the World Economy. IMF, Islamabad. www.img.org. 17 May 2018.

institutions. In addition, as explained above by far most of these trainings are predominantly output focused and apparently are yielding only limited employment and income outcomes. Therefore, the project provision of training 18,000 youth in trades prioritized by BIAs/employers could address some of the skilled workforce needs. More importantly, it could also be showcased for outcomes oriented CBT courses using at least one type of workplace-based training.

In summary, although as also explained in Chapters 2.3 and 2.4, there have been indications of positive changes over the last couple of years, the TVET sector problems explained in the DoA still have tendency to continue. Hence, the intervention logic and the interventions, and the related indicators mentioned in the log frame were still relevant to the much needed TVET sector reform in the country.

3.2 Project Efficiency

The project efficiency was assessed through two evaluation questions. *The first was 'how efficiently project deliveries were made in terms of time, financial and human resources?*

Accordingly, the findings are organized under three sub sections: timeline, human and financial resources.

3.2.1 Timeline

As per the evaluation mandate, the Project is assessed based on its achievements within the first 15 months of its life. As planned the project started in January 2017 with the first six months as inception phase. This period was utilized for project planning, milestones conceptualization, and staff recruitment and their orientation. As per the progress shared, some of the milestones targeted for the assessment period were accomplished or were noted to have made good progress towards accomplishment. For instance, 7 Sector Studies were completed as planned which paved way for trades' prioritization for CBT&A development and implementation, teacher training and assessors' preparations. This milestone also facilitated timely initiation for constitution of Sector Skills Councils and Institute Management Committees. Progress on formation of TVET forum is also on track. These actions demonstrate timely progress as planned.

There were however, delays in achieving certain milestones such as CBT packages development and implementation. Although, CBT&A process required series of national and provincial level consultative meetings demanding participants from diverse fields and background, yet the delay can't be disregarded. It is so also because CBT&A development work has been out sourced to a firm with relevant experience in context and content. Even all trades in high demand do not have packages for all levels that could allow graduates' vertical movement. Timely availability of such packages is critical for TVET authorities in KP, FATA and AJK who, as mentioned before, have decided to convert all their conventional training programs into CBT&A. Similarly, considering the log frame target operationalization of RPL and issuance of equivalencies were delayed.

Training on CBT&A implementation and certification have also been noted as delayed actions. There is some progress with other critical milestones such as establishment of CoEs and its associated work in teachers and institute heads' training, which however is not sufficient and needs to be expedited.

In summary, while on some accounts such as Sector studies, SSCs establishment, IMCs reconstitution, NVQF Registry and training under TF the project has made good progress, operationalization of NVQF, development and implementation of CBT&A packages, operationalization of CoEs and associated activities such as training of Chief/Master Trainers,

TVET institution Heads and Managers and Assessors have been delayed. Similarly, achievements with RPL and issuance of equivalencies vis-à-vis the target convey delay in progress. These delays could lead to reduced trust of provincial TVET authorities and institutes on CBT&A initiative.

3.2.2 Human Resources and Management

The Project is managed by two layers of management – national level and regional team. At each level, the project deliverables were grouped under four intervention areas (IAs). The first IA is responsible for BIAs engagement including the Sector Skills Councils, TVET Advisory Forum and its Joint Secretariat and Institute Management committees. The second is on governance including TVET policy, NVQF and accreditation. While the third is on HRD encompassing CBT&A, teacher training, CoE and RPL, the last IA is on skills training provisions through Training Fund management. Considering several critically important and complex components under the third IA and potential adverse impact of delay in delivery, the current arrangement needs a review. Two options could be considered for improvement; i) to split IA 3 into two IAs and thus constituting a 5th IA with full-fledged team leader and ii) to split IA 3 into two sub-components with two Deputy Team Leaders with due powers and adequate technical staff, responsible for each sub component.

Clarity in division of responsibility between the national and regional teams was in place. While the former prepared overall project implementation plans and procedures, the regional teams were responsible for implementation. The latter enjoyed autonomy in their operations except for GIZ standard procedures that needed to be followed particularly in financial matters.

With similar structure in Punjab, Sindh and KP, allocation of staff with expertise and background, the Project was well placed to deal with its complex and intertwined interventions. For example, allocation of 67% (8 of 12) professional staff in Sindh demonstrates its emphasis on technical side. However, presence of only two females indicates limitations with gender share in the team.

The staff allocation however, was not similar in AJK, FATA and Balochistan. The latter was supported by Sindh project team and was reinforced by an experienced short term consultant. Given a very week in-house capacity of B-TEVTA and several projects under Training Fund in addition to other interventions, the current arrangement appeared insufficient. While FATA was being taken care by KP Team the one member team in AJK needed strengthening. Despite such HR strength with the project teams, information gap highlighted by some Punjab and Sindh TEVTA officials clearly indicated need for establishing a system of regular periodic meetings between TEVTA management and senior Project team for better coordination.

The CBT&A packages development has been outsourced to an international firm which is necessary for technology transfer and quality assurance. Evaluators noted that pending operationalization of CoEs, conducting training of Chief Master Trainers and institute heads at Ramada Hotel in Islamabad could be for ensuring time efficiency. However, inclusion of federal or provincial TVET institutions could help develop and enhance national capacity. Had these events been conducted in the proposed CoEs or other conveniently located institutions with good facilities, possibility of building national capacity would have been higher.

Allocation of project staff time in Punjab Joint secretariat under Punjab Skills Advisory Forum was an example of time and management efficiency. The Hashoo Foundation's staff and office space availed by Hospitality Sector Skills Council presented example of project efficiency in resource mobilization. Similarly, the commitment of Construction Sector Skills Council officials to operate the Council on their own without government funds was another example of resource mobilization. However, more on this will be visible during midterm evaluation.

In brief the Regional Teams in Punjab, Sindh and KP with adequate staff strength and due autonomy to work were well poised to tackle complexities of the Project whereas those in Balochistan and AJK needed strengthening. Similarly, in view of limited progress, staff arrangement for IA3 needs a revision.

3.2.3 Finance

The originally approved budget of EUR 51.5 million appeared sufficient for successfully accomplishing the interventions planned in the log frame. However, additional Norwegian funding of approximately EUR 4.5 million was available in support of the project implementation. Evaluation team had been told that negotiations between the project team and GIZ headquarters were in progress with regards to increasing project scope with such additional funding, but no decision had been made till evaluation. In response to the additional funds, some gender relevant indicators have been added in the log frame. However, the project may consider revising scope and/or targets for optimal use of additional amount made available through Norwegian funding.

In order to effectively implement skills training under Result 2 (Training Fund), based on gap analyses the project provided workshop machinery and equipment. As some of these inputs require significant amount of financial resources, their continued and optimum utilization need to be ensured. Also, the project has appropriately planned to provide toolkits, for example by Women Technical Training Centre (WTTC) Quetta, to the training graduates under this result. However, in the absence of proper needs analyses based planning, it was not possible to assess whether such support will be justified.

As also was the case under Funds for Innovative Training (FIT) during the previous phase, training implementation contracts have provision of counterpart funding in kind by all training providers. This practice could help enhance cost efficiency and equally contribute to enhancing the project ownership.

Taking example from Balochistan WTTC, the project estimated PKR 90,000 per head training cost under Result Two. This level of cost appeared relatively higher than that borne by FIT projects under TVET II and ACTED project training cost (EUR 284 for six months training) under TVET I. To some extent, the scale of cost under this project could be justified for market relevant training based on CBT&A that needs better workshop/lab facilities, more training materials and toolkits for practicing/ promoting self-employment. Evaluators are also aware that it is unusual to compare per head costs across projects implemented in different contexts and timelines. However, as the training cost under reference is more than double the highest FIT per head costs and even more higher than the ACTED training cost, it would be reasonable to examine ways for reducing average training cost, at least in future projects/contracts.

As indicated under 3.2.2 that training of institution heads and Chief Master Trainers were organized in a hotel in Islamabad, organizing such trainings and workshops in TVET institutions where feasible could lead to increased financial efficiency.

The second question under Efficiency Criteria was whether the national and provincial TVET authorities and bodies were involved in the project design and implementation?

Findings against this question are presented in the following paragraphs.

Review of the DoA clearly convey that there was close consultation with government agencies at federal and provincial levels during various stages of project design. The stakeholders consulted during the field mission also substantiated the impression gathered from the review of DoA. As per the findings, NAVTTC as well as provincial TEVTAS and BIAs were consulted during the project design phase. Based on stakeholders' inputs, continuing work on NVQF

operationalization together with RPL, CBT&A development and implementation, accreditation, teachers and assessors' preparation and training of youth was agreed for the current phase (TVET-III).

Particular attention was paid on training institutes including teacher/staff training institutes proposed as future Centre of Excellence to be used as centres for training of teachers. Their readiness to be converted into the CoEs was evident from their engagement during the field consultations. Similarly, responses collected during detailed meetings with BIAs in Punjab, Sindh, Balochistan, and KP indicated their satisfaction with the implementation processes. They informed that they were engaged in the TVET processes. Responses of Women Chamber of Commerce and Industries in Punjab and Sindh were not different either. The PVTC senior management team and Principal of Vocational Training Institutes visited acknowledged several consultations made by project team during the last 15 months.

List of these respondents met during field missions is presented in Annex 7.

The other segment of second question was *'whether any changes were made in the approaches envisaged in the DoA? Do the original objectives still can be achieved?'*

Overall, the Project has followed the approaches envisaged in the DoA. Some changes had however, been observed in the development approaches of Project milestones. For instance, in the interest of time efficiency, the project had opted to develop CBT&A packages by its regional teams parallel to GFA to whom the task was outsourced. As long as they meet standard development process, this approach is agreeable as it has potential to contribute to the project objective. Since the development of CBT&A packages by regional teams had not yet started, the evaluators did not have an opportunity to observe the processes or see the end product. However, to ensure that quality of products from two streams is up to the mark and comparable, it is recommended that the project may appoint a committee of experts to oversee the processes followed and assess the quality of outputs.

Secondly, as detailed in Chapter 3.3, the teacher training is expected to be from CoEs and not from a national teacher training institute. The details of the course the future CoEs will adopt is yet to be seen but their approaches can be envisaged to be different. Where the potential difference can be expected is development, retention and delivery by Chief Master Trainers. As per the original concept, the Chief Master Trainers could be hired and/or developed and stationed in the national institute who would then be regularly working with Master Trainers at the provincial institutes. Also, as explained in the same Chapter, there was scope for national networking and exchange which was not very clear from the current approach of training delivery.

Areas for Improvements

In order to continue and further enhance the TEVT stakeholders' trust on project and its interventions, the project needed to push extra efforts to accomplish targets related to CBT&A, teachers and assessors training. For this, it has to put the revised timeline with necessary strategy to expedite work in place at the earliest possible.

Where possible without compromising on security of any international expert, organizing trainings and meetings/workshops in TVET institutes could help improve financial efficiency. The degree of Projects' consultation with TEVTAs appeared to be varying. For instance, some of the senior P-TEVTA staff were ignorant of even the project document and its actions in detail. Similar impression was given by some senior S-TEVTA staff. Some TEVTA staff also informed project's direct involvement with the institutes and their teaching staff. In the interest of sustainability and ownership, this situation could be improved by improving communication and closely working with TEVTAs.

3.3 Project Effectiveness

Three questions were designed to assess the project effectiveness. The first was 'to examine *to which extent the planned benefits were being delivered and received, as perceived by key stakeholders (including women and men). Were the qualifications developed based on industry needs?'*

Specific output level progress made on indicator under program specific objective (*Improve governance and private sector participation in the TVET sector to enhance access to quality skills development that meets the demands of the labour market*) is presented in the following paragraphs.

Private sector engagement in decision making bodies (NAVTTC/TEVTAs/Institute Management Committees (IMCs) is one of the major indicator of the project. In order to achieve/contribute to this milestone, the Project had focus on enhancing BIAs representation in NAVTTC, TEVTAs and institute management committees IMCs. The work on BIAs engagement started with preparation of Private Sector Engagement Strategy including Advocacy Concept as one component. Towards measuring the BIAs engagement in NAVTTC and TEVTAs governing boards, the Project conducted baseline studies. The study findings (Annex 5) showed that the BIAs representation varied being highest (60%) in Punjab and the lowest (20%) in S-TEVTA. Two Sector Skills Councils against target of three had been established during the reporting period through notifications. Skills/TVET Advisory Forums had been established in all provinces whereas it was in process in AJK. The IMCs as another instrument had been reconstituted in 42 institutes as per information contained in Annex 6.1. Of them 25 including 3 (12%) in women institutes met the 50% BIA representation criteria (Annex 6.1). This target was being actively pursued in Sindh where Rules of Business (RoB) for IMCs reactivation had been reviewed and notified. This process is in progress in other provinces/regions as well. Similarly, in order to support the workplace based training, the Project has facilitated agreements between TEVTAs and 186 enterprises with by far most (90%) in Sindh.

It is pertinent to mention that data in Annex 6.1 provided by the Project revealed only 3 IMCs in AJK institutions whereas it was informed by AJK-TEVTA during field mission that IMCs with 80% members from private sector/community had been reconstituted and notified for all 66 institutions under them. This difference could be attributed to the criteria set by the Project – more than 50% members to be from Industry/BIAs. Only 3 IMCs of the institutions in Mirpur and Muzaffarabad could meet this criteria. As mentioned above most IMC members were community notables not from industry as there are only a few industries in AJK. Probably the Project should have relaxed the criteria a bit and AJK-TEVTA too should have considered persons from small businesses in service sector including hotels for membership on IMCs instead of non-business community members, as was the case with most of the IMCs at the time of evaluation.

Findings under Result 1 and its further details including targets during the reporting period and achievements are presented in Annex 5.

The achievements under Result Areas 1 (*Equitable access to quality TVET and enhanced employability of TVET graduates through implementation of relevant provisions of the National TVET Policy and National Skills Strategy*) are summarized in Table 1 and is described in the following paragraphs. Further technical details are available in Annex 6.

As planned, seven provincial / regional Sector Studies were completed within the targeted timeline (Table 1). A summary of these studies is presented in Annex 6.2. Respondents informed the evaluators that these studies were helpful in understanding employment

opportunities in specific sectors. Progress towards operationalization of full 5 levels of NVQF inter alia included development of missing NVQF qualifications and their notification by NAVTTC. Identification of missing levels of specific occupations in demand presented in Annex 6.3 shows the progress made in this regard.

Operationalization of NVQF and CBT implementation and recognition of prior learning (RPL) need accredited assessment centres for which criteria have been developed. However, actual accreditation remained. As such the progress under indicator B (*Qualifications covering the full 5 NVQF levels were put into practice in key economic sectors*) was rather slow.

As for TVET policy (Awaiting approval since 2015), a revised draft was submitted to the Ministry of Federal Education and Professional Training (MoFEPT) by NAVTTC in June 2017. It was then placed as agenda for Cabinet meeting in February 2018 but could not get priority. With continuous push, it had been endorsed in May 2018. Delay in Cabinet's endorsement of the Policy is understandable and under such circumstances, Project impetus on policy implementation plan preparation is appreciated

Table 1: Major Milestones and Progress (Result Area 1)

SN	Major Milestones	Progress during the Reporting Period	Remarks
1	Sector Studies	7 studies completed	
2	CBT in 1-5 levels	Work in progress	Slow
3	Accreditation of assessment centres	Selection criteria developed	Delayed
4	TVET Policy approval	Approved	May 2018.
5	60 CBT&A development and implementation	Preparatory work in place	Delayed
6	Implementation of 21 packages from TVET II	Work in progress	Slow
7	15,500 youths (30% women) trained, assessed and certified during project using new CBT&A qualifications	5650 target for this year, preparatory work in progress	Delayed
8	1500 Assessors preparation	354 trained and 8% (127) certified	Delayed
9	15,000 equivalencies or RPL	289 assessed; 122 certified	Delayed

(Source: Project Results Matrix May 2018)

NVQF main document and its operational manuals were revised and notified during the reporting period. Further, qualifications development, training delivery, assessment and certification, and the management of the M&E system for NVQF were identified as the major responsibilities of institutions involved in the NVQF process. As such, despite limited progress in putting the M&E system in place, the project had made reasonable progress under other targets mentioned above.

The Project had target of developing 60 new CBT&A packages in this phase. The only accomplishment made during the reporting period was signing of contract for development of 28 packages (Annex 6.3) of which 12 were to be prepared in 2018 remaining were expected to be completed in 2019. In order to expedite the process, the Project had plan to develop additional 10 by its own regional teams (Annex 6.3) which were also expected to be completed by the end of 2019. As per the Project schedule, whole target would be completed only in December 2020. However, in view of demands by TEVTAs and institutes, this timeline needed a review. This could also have adverse effect on indicator E1 (*NVQF functional with at least 15,500 youths (30% females) trained, assessed and certified using new CBT&A*). Progress against this target was limited to identification of CBT courses for implementation, identification of institutes, and preparation of procurement process only.

The Project was also expected to implement at least 21 CBT&A packages developed during TVET II (Annex 6.4). During the first year of implementation, 6472 trainees with 40% (2603) females were enrolled in CBT courses developed in the last phase. Of the 1,525 assessed, 1352 (89%) were declared as competent (Annex 6.5). Also, packages developed during the last phase but remained from implementation were also implemented this year (Annex 6.6). Under this category, 893 students with 24% females in Punjab, KP/FATA, Sindh and Balochistan were being trained (Annex 6.6). The progress with regards to implementation of new packages includes preparatory work such as institutional capacity assessments and facilitation on agreement between BIAs and training providers.

The Project has target of preparing 1500 certified assessors as part of CBT implementation process but so far only 354 (89 F) had been trained and 184 (51 %) certified. Therefore, the targets under indicator D (*Number of competency standards / qualifications developed and implemented*) appeared to have registered only limited progress.

With regards to indicator E (*National Vocational Qualification system in operation with clear certification and equivalency functions*), the NVQF Registry was designed with clearly defined responsibilities for the institutions including QABs (TTBs and BTEs). As per the findings, the NVQ Registry involving trainees and graduates' information was successfully piloted by TTB KP and AJK. As per the Project records, RPL was launched in heavy machine operator, mason and auto mechanic trades in Sindh, Punjab and KP and ICT. Till March 2018, altogether 1,713 applicants including 25 % females had been certified. The RPL has also been initiated in Balochistan and AJK. Equivalencies is a must for operationalizing NVQF. Accordingly, NVQF equivalences up to level-4 have reportedly been agreed by Committee of Chairman and Directors of Technical Education (CC&DTE) but notification by the competent authority remains. As the target under this indicator is very high and is highly significant for TVET reform, this agreement needed to be pursued.

With regard to establishment of CoEs, readiness assessment of institutions proposed by NAVTTC and TEVTAs for this purpose were carried out using agreed institutional assessment criteria. Accordingly, five institutes - one each in Islamabad and Baluchistan, KP, Punjab and Sindh province were identified and notified as future CoEs. However, no preparatory activities as to refurbishment of workshops and other facilities including recruitment/posting of staff to be trained as Chief/Master Trainers were noticed during visit to the three proposed CoEs (NTB Islamabad, TTC Mughalpura Lahore and TTC Kotri, Sindh). As meeting training targets on teachers, assessors and principals depends on their timely operationalization, progress against indicator 'F' (*Teacher Training Institutes are upgraded to offer teachers/trainers skills in CBT&A*) was assessed as insufficient.

Under the HRD component, the Project has to prepare 25 Chief Master Trainers and 100 Master Trainers of which 25% are to be females. The progress noted so far in this regard was that draft HRD concept paper was in place. The concept paper provides foundation for process and methods for teachers and assessors training; outlines selection criteria for Chief Master Trainer and Master Trainer candidates as well as the training process. Further, selection of the first batch of Chief Master Trainers by the TEVTAs was completed. Potential contractors to develop the training packages and implement the training were identified but decisions to hire them was due until the reporting period. It is pertinent to mention that at the time of evaluation training of 48 Chief Master Trainers was underway in Ramada hotel in Islamabad using City and Guilds Teacher Training Course. Out of these 13 (27%) were females.

As for institute heads' training, a draft concept note including competency standards for institute managers for improvement of TVET management was in place. As further step, an international consultant for the first batch of training of trainers (ToT) had been contracted. Accordingly, training of a batch of 51 with 20% females was in progress. The female enrolment

falls short of its 30% target indicating difficulty to enrol females at this level of training (Annex 6.7). As it is an eight weeks long course with 6 weeks in distance mode, training was expected to complete around middle of 2018. Further, organizing this training activity in institute like National Training Bureau, or NISTE with ample facilities and training environment could help capacity building of their staff besides being cost effective.

The Project also targeted to accredit 200 institutes in its lifetime. Although, no milestone was targeted until March 2018, the project has made some progress including preparation of the revised draft of accreditation manuals. Review on accreditation was initiated jointly with NAVTTC and the TVET Accreditation & Quality Evaluation Committee (TA&QEC) to include requirements and process to shift from programs to institutes accreditation. This achievement was considered helpful for furthering project activities on accreditation.

Overall, although achieving targets under Indicator 'F' requires lot of preparations, critical milestones such as teacher and institute heads' training and institutes' accreditation was found somewhat delayed.

Under indicator G (*teachers/assessors using CBT&A packages are trained*), the target milestone was to 'develop TVET HRD concept note for TVET III jointly with TEVTAs'. Accordingly, a HRD Concept had been developed and contains qualifications for TVET Chief Master Trainer, Master Trainer, Lead Instructor and Lab Assistant. However, notification of this concept note was pending. The other milestone includes development of CBT qualification(s) for teachers/instructors. Accordingly, qualifications for teachers/instructors had been developed. In response to the target, basic CBT&A orientation was provided to 209 teachers and principals. The evaluators met some of the trained teachers/instructors who were satisfied with the training. However, they were of the view that training was only for 5 days which they considered as short. The data in Annex 6.8 shows that till the time of this evaluation 354 assessors with 25 % females had been trained.

Achievement made under indicator 'H' (*Preconditions for a systematic stakeholder dialogue on TVET on all levels are created*) includes preparation of draft concept for design and implementation of joint project activities with the private sector. One of the major milestones planned for the reporting period was institutionalization of TVET Advisory Fora. Accordingly, four provincial advisory fora one each in Baluchistan, KP/FATA, Punjab and Sindh had been established. A Joint Secretariat with participation from private sector was also established in each province to support the Fora. Findings of the Sector Studies were shared in these fora and feedback on priority economic sectors and occupations had been collected. The evaluators noted very active participation of the Joint Secretariat members in the meetings with them. As for AJK, establishment of Advisory Forum was in progress for which members had been identified but notification remained. Hence, the progress with this indicator was found on track.

Progress with indicator 'I' (*Information that is available on demand for internal TVET system decision makers is available for coordination and decision-making*) was assessed mainly based on the '*Baseline survey on decision-makers'* satisfaction with NSIS products and suitable information products identified based on "*NSIS demand analysis and usability study*". In this context, a 3-day training for 25 professionals from NAVTTC and 15 regional institutions from all provinces/ regions was conducted following on training needs analysis. Other achievements included assessment of requirements of NAVTTC and TEVTA staff for ensuring operations of knowledge management system and design of its structure.

Although, the achievements under Result Areas 2 (*Trainings designed and delivered with increased collaboration and private sector involvement, leading to greater employability*), was not due yet, progress so far made were assessed and are presented below with relevant data in Table 2 with details in Annex 6.9. As per the data, of the total 18,000 target, the Project has

already started training of 5415 individuals (30%) of which 950 (18%) were from Balochistan. The share of females in total and by provinces had exceeded the target of 30%, at least in this first batch. A total of 316 private sector entities i.e. 5 BIAs and 311 individual enterprises were engaged and had indicated their intention to offer workplace based training.

Table 2: Training Target and Progress (as of March 2018)

Description	Total Target	Progress		
		Sindh	Balochistan	Total
Trainees in place	18,000 (f-30%)	4465	950	5415
Females and their share	5400 (30%)	1725 (39%)	450 (47%)	2175 (40%)
Trades	-	28	19	
Total BIAs and enterprises	-	233	83	316
No of Training Providers	-	17	8	25

(Source: Project Database May 2018)

Overall, this component of the training had demonstrated good progress provided this speed continues with higher emphasis in 2019 and 2020. The last year needs to be prioritized for final verification and conducting tracer studies.

Answer to the question '*whether the qualifications developed were based on industry needs?*' will be explained also in the 'Outcomes' Chapter. But a summary of the relevant findings is presented in this paragraph. The Sector Studies were the basis for Project interventions. For instance, based on the study, the priority occupations for each province/region were identified. These prioritized occupations were then used for developing qualifications under planned CBT&A packages development and implementation. As informed by participants of BIAs meeting in Punjab, Sindh and Balochistan, they had been engaged in Sector Studies and subsequent prioritization of occupations and trades. But level of their participation in the CBT packages development was not yet clear as the bigger chunk of its development had been outsourced to GFA, an international consulting firm which is responsible for the process. This question needs to be further explored during the midterm evaluation as by then the Project would have made considerable progress in qualifications development.

Areas of Improvement

The major issue, as explained above, is delay in delivery, for instance, in case of CBT&A packages development and their implementation. The other delays were on teachers' and assessors' training and certification. The Project needs to review its timeline and relevant strategies particularly with possibility to engage national institutions in teacher training and CBT&A packages development. As informed by many trainers/instructors, formative assessment is time demanding. It needs to be simplified.

The second question under the Effectiveness assessment was *'how effectively skills training was planned by productively engaging business and industry to ensure effective execution of training including workplace-based practices for males and females'?*

The Project appeared to have used its past experience in short term training such as Funds for Innovative Trainings (FITs) under TVET I. The process started with development of a detailed and well explained Training Fund Manual and orientation particularly to its Sindh and Balochistan staff. As detailed in Annex 6.9, the Project used the CBT&A packages for this training. However, BIAs and employers were consulted at various stages including decision on specific course(s) to be offered. The courses were identified for males and females. Then the Project identified training institutes based on their selection criteria including the technical and financial proposals submitted by bidding institutes. Most of the institutes selected were well established institutes with experience in short term training and possessing required facilities.

Before, taking decision on entering into contract with individual institutes, the Project assessed the gaps in their physical infrastructure that could hinder successful implementation. As per the gaps identified, the Project has also plan to provided necessary funds for procurement of machinery and equipment as per agreed cost sharing formula, to ensure quality training.

Some of the trainers, for example the institution heads and trainers in Government College of Technology for Women (GCT-W), Karimabad in Karachi and WTTC Quetta who the evaluators had opportunity to speak with were rated being sufficiently experienced. In order to foster develop trainers' capacity to effectively deliver CBT courses, they were provided with 5-days long training. The institutes practice offering 80% practical training and OJT provision even if it was not mandatory in the CBT modules is highly appreciated.

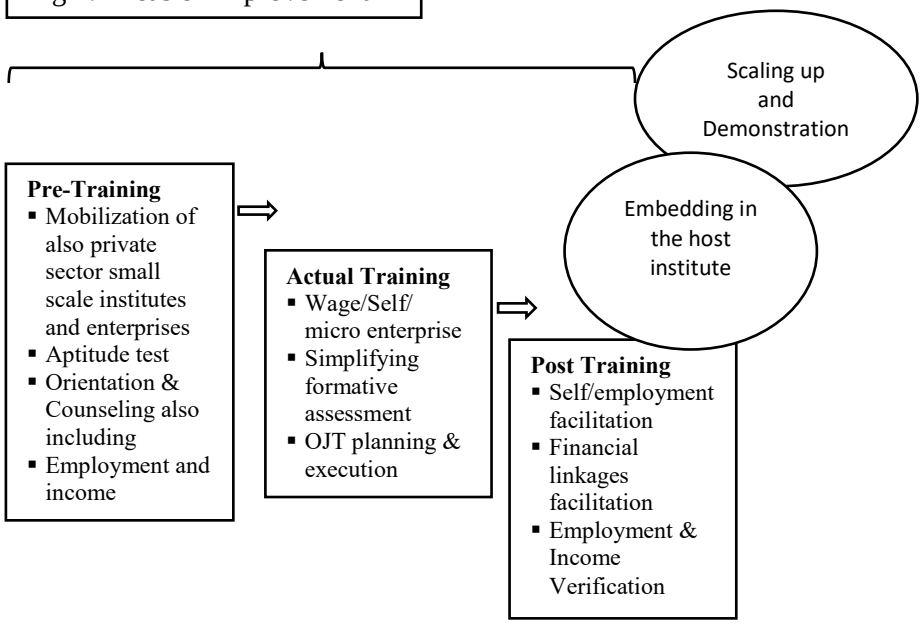
Further, as described below the evaluators noted some of the unique practices followed by institutes:

The Project, through TEVTAs built institutes capacity to prepare training proposals. In this process, it encouraged the institute management, particularly the institute heads to consult with the BIAs/enterprises or employers. The main purpose of this consultation was identification of the trades with employment potential. The institutes have emphasis on workplace based training and experience and in this process at least one institute, FAW motors in Karachi (under SDC mediated Contract) was found to have organized complete industry based training. Both the theory classes and practical trainings were being conducted in the actual workshop which otherwise would have been done in training institutes. This training model clearly implies that the trainees are in actual work environment from day one of their training. Unlike in many other instances, the Project has also prompted the institutes to provide counterpart funding. This practice could contribute to generating ownership and sense of responsibility in the program. As the institutes were guided by employment and income indicators, they were interested to select individuals pursuing or were motivated to pursue employment. This is rather a challenge for female students. As a precaution against this challenge, WTTC Quetta carried out interaction with parents/guardians for their permission to allow their girl children to participate in workplace based training and prepare them to engage in potential employment in future.

The other good practices included Memorandum of Understanding/Cooperation (MoU/C) with enterprises to facilitate at least one kind of workplace based training to the trainees. Until the evaluation period, as explained above, 186 such agreements were facilitated. The agreements have helped ensure implementation of at least one type of workplace based training. Accordingly, the Project was following four models: 1) institute based training with mandatory provision of industrial attachment called on-the-job training (OJT) in Pakistan; ii) Cooperative Vocational Training (CVT) is a localized form of globally recognized German dual model; iii) Teaching-factory in that the training institute has an outlet allowing trainees to have exposure to real business outlet situation; and iv) complete workplace based training as in case of FAW motors in Sindh. But evaluators noted that often institutes calling OJT mode as CVT. It needs to be clarified.

Provision of transportation facility for ensuring girls unhindered attendance in the training, for instance by WTTC Quetta, Balochistan and GCT (Women), Karimabad Karachi, was another good practice. In some cases, the Project was also noted to have provided Teaching Learning Materials (TLM) to every trainee. Finally, management of the institutes where this action was under implementation were now cognizant of the employment and income outcomes. This was not the situation before and was not found in many other public institutes.

Fig 1: Areas of Improvement



Areas for Improvement

Together with the good work the project has initiated, the evaluators also identified some lapses in this component that needed to be addressed. As explained by Figure 2.1, there were shortcomings in all the three stages – pre, during and post - training.

In the pre-training phase, the Project needed to consider mobilizing even small scale training institutes for delivering training in inaccessible areas. With some incentives, the private sector training providers could also be mobilized in far flung rural and remote areas in Balochistan. The EU funded Concern Worldwide implemented 'Supporting TVET in Northern Balochistan' project has excellent example how making markets work for poor (M4P) is possible through TVET programs. By including micro enterprises/ business development skills, there is also possibility of facilitating development of enterprises in such locations.

The Project perhaps could consider adding formal orientation and counselling during the early stage of the project. For example, the GVTI (W) Buffer Zone Karachi has now started to strictly explore whether the female training candidates will pursue employment or not. This can be considered as orientation and counselling to the trainees. However, this practice wasnot pervasive. Innovative examples have been set by two EU funded projects '*Enhancing Quality and Access to TVET for Employability'* and '*Provision of Access to Market Driven Training and Employment Opportunities to Vulnerable Youth and Women in Rural Districts of Southern Punjab*'. These projects were implemented by Oxfam, Novib and Plan International, respectively.

The employment and income outcomes must not be left to be considered at the end of the project. Rather it should be kept into perspective from the beginning of the training and need to be continued during and post training phases. Orientation on this outcome creates a positive pressure among Project staff, training institutes and instructors and even on the trainees. This is important as ensuring employment and income outcomes is joint responsibility of all stakeholders.

During the actual training phase, what appears to be important is to identify trainees' interest on self-employment and starting micro business of their own. There is also need for creating self-employment seeking tendency among trainees and graduates. Self-employment and/or enterprises seekers need to be trained on various ILO models of enterprise development. As

per the evaluators' experience, regardless of models, it is best trained by following dual model of training. Establishment/strengthening of VC/JP would be of great help to trainees to explore their interests and securing jobs.

Where the highest level of attention need to be paid during this phase is development and execution of OJT plan but this applies basically in case of institute based training. Identification of potential employers and involving them in some way e.g. factory visits, invited lectures etc. will give some idea about the potential employers to all engaged in the training cycle and align training accordingly.

During the post training phase, graduates need to be facilitated for self-employment or employment linkages. For self-employment or micro enterprise seekers, facilitation for financial linkages is critical. Finally, in the post training phase, it is important to put the employment and income verification as essential step in place. Ideally, it should be tied up with payment for outcomes delivered, not only for outputs level results. Currently, procurement contracts are silent regarding consequences from failure to attain the outcome targets.

The third question under the 'Effectiveness' Chapter is '*How far are the key interventions being implemented as planned or there are changes in implementation modality. Do these changes still contribute to the project objectives?'*

'Centre of Competence' (CoC) was envisaged to serve as national teacher training institute in collaboration with TEVTAs and corresponding provincial/regional teacher/staff training institutes. As such it was expected to work in cascade down approach through a chain of Chief Master Trainer, Master Trainers and Trainers. Possibility of two-way learning was also envisaged allowing the national system to engage itself in dissemination of the good TVET practices across the country. Over the years, with experience and improvement, it could have been expected to establish itself as an expert teacher training institution with capacity to also exchange with similar international systems. However, on the suggestion of NAVTTC, now the plan was to establish Centre of Excellence (CoE) instead and accordingly, Project activities were in progress. The changes are summarized in Table 3.

Table 3: Summary of changes observed in CoE establishment

SN	Original Concept	Changes observed or likely to occur
1	A national trainers/teachers/instructors training system with possibility to bring together with the provinces for provincial networking and cross fertilization.	Provincial/regional system working independently without such possibility at least until the near future.
2	Independent system networking with provincial trainers/staff training institutes.	Various models in view of institute development perspective: i. Teacher training institute also offering student training to be converted into CoE as in case of National Training Bureau, Islamabad. ii. Independent provincial institute but in the same campus with student training institute as in Mughalpura, Lahore in Punjab. iii. Students' training institute to be converted into CoE with joint responsibility of teacher and students' training as in Kotri.
3	Chief Master Trainers envisaged to train the provincial Master Trainers and the provincial Master Trainers to train institute level trainers	The Chief Master Trainers and Master Trainers to be placed and trained at the provincial level institute; the Master Trainers to train the institute level trainers. However, in the beginning the Chief Master Trainers are being developed at Islamabad.

4	A cadre based teacher training system.	Possibility of deputation/posting on transfer of teachers/trainers and staff exists.
5	Only focus on trainers' training.	Responsibility of both trainers as well as students training.
6	Training of both public and private institutes' trainers and heads.	The current focus is only on public institutes.

As per the current concept, the teacher training and CoE establishment are connected to each other. As such, the envisaged CoE system has potential to contribute to teacher/staff training. However, as these CoEs will be operating independently in the provinces and at the federal level, the objectives of establishing an independent national level teacher training system with relevant expertise may remain.

Areas for Improvements

Analyses presented above indicate need for reconsiderations for establishing a dedicated, cadre-based institute for teacher training with national coverage. While working on this long term perspective, the current CoE approach could still continue. However, improvement even in current approach requires conceptual clarity particularly as the proposed CoEs are located on the same campus with regular students training. As such the CoEs could better operate if it is a legally recognized entity with clear arrangement of physical facilities and financial resources. They should be guided by their own strategic and operational plans.

At the time of evaluation 48 teachers from various institutes selected/nominated as per criteria prescribed by the Project were being trained as Chief Master Trainers with help from outsourced consultants. The training was based on City and Guilds teachers training course. Duration of training is 6 weeks with 4 weeks gap in between two sessions of 3 weeks each. No technical skills upgradation was involved during the first session. Venue of training was Ramada Hotel Islamabad. In the same manner, 51 (20% Females) institute heads were being trained during the evaluation time.

3.4 Project Outcomes

The Outcomes Assessment question was '*How far the milestones such as policies, concept papers, CBTA packages, teachers and assessors training, RPL system have been notified, implemented? Are these being used or have indications of use by various stakeholders? Are evidences of changes in relevant stakeholders' practices and behavioral patterns available?*

After assessment of the output level achievements as detailed in Chapter 3.3 Effectiveness, the next question was how far these outputs were being used or have indications of use.

3.4.1 Notifications of Project Outputs

Evaluators consider that notifications as Project effect could create an enabling situation for the utilization of the delivered outputs. Hence, the next question was whether various outputs were supported by notifications from the competent Authorities. The evidences of notifications are detailed in Annex 8, some of which were available for evaluators' understanding. The available information conveys that the notifications were issued in a wide range of areas. They were on competency standards, assessors' qualifications, revised NVQF manuals and Sector Skills Councils. Notifications of CoEs is another significant progress which has facilitated further work on their development. Provincial notifications inter alia included AJK decision to allocate PKR 210 million to convert its conventional courses into CBT. The other examples were establishment of NVQF Support Unit (NSU) in Sindh and AJK, and establishment and operationalization of institute management committees (IMCs) in AJK and Sindh. These

findings were encouraging as notifications also show governments' commitment towards implementation of the concerned outputs.

As the next level, evaluators made efforts to assess whether these notified outputs were used or there were indications of their future use. Summary of findings prepared based on stakeholders' inputs is presented below:

- The Sector Studies were basis for identifying sectors with employment potential, which further became basis for prioritization of trades for CBT&A packages development and implementation. Evidences of further use or indications of use of these packages are as follows:
  - Project developed CBT&A packages were used by DFID through Punjab Skills Development Fund. Similarly, the World Bank has used these packages through Punjab Skill Development Project. The Bank has plan to subscribe with the NVQF levels in the 33 curriculum it had developed while working with S-TEVTA;
  - CBT&A packages were also used by Prime Minister Youth Skills Development Program (PYSDP);
  - As explained above, in AJK CBT has been introduced in all 66 institutes under AJK – TEVTA and 5 private institutes. Funds have also been allocated for printing of training and learning materials (TLMs);
  - Similarly, KP TEVTA and FATA have decided to convert their conventional training into CBT approach;
  - While complain on missing levels of CBT packages by P-TEVTA and KP-TEVTA was an issue, complain itself was an indication of governments' interest to continue and even scale up this new training approach;
  - CBT trained teachers were found applying the skills they learned back in their institutes. They preferred the CBT approach over conventional training as they were convinced on the merits of CBT&A;
  - The public sector institutes have interest in adopting the CBT courses in their regular government funded programs as well;
  - Further, influenced by the Project orientations, they also have developed tendency to consider employment outcomes now. Employers considered it a big change in the pubic system even if it would take time to realize its impact.
- NVQF Support Units (NSUs) with staff allocation for example, established in Sindh, KP and AJK TEVTAs explain TEVTAs' strong interest in NVQF operationalization. Further, there was increased demand for RPL assessment and certification which offer NVQF levels;
- National Skills Information System (NSIS) is hosted by and is in operation at NAVTTC. It is linked with provincial/regional MIS. NVQF registry is managed similarly and its operation in AJK is example of its utilization. Notably, not only the Secretary of TTB KP was fully on board the Registry, the staff too were fully aware of the system. They all consider NVQF Registry as helpful system. The TTB KP Registry clearly shows that individual graduates' details could be verified through the online data. It is a cost and time efficient initiatives.

3.4.2 BIAs in Governance

Evaluators also assessed the Project's achievements on DoA spirit of bringing the BIAs on board the TVET system. The findings are described below:

- During the evaluators' meeting with them, the S-TEVTA, KP-TEVTA, FATA and B-TEVTA authorities' shared their willingness to increase the proportion of BIAs in the governing bodies. These agencies were established by Act and therefore, making changes quickly was challenging. Yet their interest to make changes by using various means was a welcoming indication. FATA for example has already significant proportion of Business and Industry representation. Similarly, the Secretary Balochistan Labour and Manpower Department informed of his idea to establish a Committee under the B-TEVTA Governing

Board with large membership from BIAs to get the job done without amendment in the B-TEVTA Act;

- Initial work including exchange meetings within the Construction and Hospitality Sector Skills Council members is also notable progress towards operationalization of these Councils. The remarks made by the Chair of the Construction Sector Skill Council that 'they were looking for this idea for long and now they would like to operate the Council on their own' without government funding suggested an important progress. The contribution by Hashoo Foundation for office space and staff time, and continuation of meetings among members was another example of progress under Hospitality Sector Council. These two examples respond to some stakeholders' skepticism that Councils were imported concepts. They also exhibit BIAs' interest for improvement of the TVET system;
- The TVET Advisory Forums supported by Joint Secretariat and Technical Working Groups have been new platforms for stakeholders for exchange. Evaluators were able to meet some of the Joint Secretariat members in Punjab, Sindh and Balochistan. Although there are areas for improvement, the level of their engagement on TVET agenda indicated BIAs' continued interest in TVET. Therefore, there is now possibility that the system is regularly in contact with BIAs and in return, the latter have reliable platform to share their own agenda to the TVET system and ultimately through them to the government.

3.4.3 BIAs in Implementation Processes

The evaluators had opportunity to meet BIA members and individual employers in Punjab, Sindh, Balochistan and KP. During these meetings participants informed that they were consulted during the Sector Studies and trades prioritization. There was new practice of developing qualifications to address industry needs. For instance, Printing Association of Sindh had proposed for developing printing related qualifications and thanks to the Project, it was under process. The Association assured of 100% employment after training which is highly encouraging for training system. Pakistan Footwear Manufacturers Association (PFMA) and Pakistan Gloves Manufacturers and Exporters Association (PGMEA) in Punjab during an FGD informed that they were engaged in trades prioritization process and standards developing process. As a result, the institutes related with these Associations are now implementing CBT courses. With engagement of these BIAs in training, as informed to the evaluators, there would be no issue with OJT opportunities. Their commitment showed that graduates' employment would be facilitated as well. Realizing the benefits of CBT courses, employers shared their interest to get training also for their existing workers.

These evidences suggest that employers/industries have now the realization that these trainings are for addressing the industry needs. Their interest to be the member of TEVTA Board, involvement in Sector Studies, trades prioritization and TVET Advisory Forum/Joint Secretariat are some outcome indicators. As evident from discussion with the Quetta CCI members, they wanted to see how best the resources available for the Project were being used. They were conscious on the cost effectiveness and results oriented training and offered to make available Chamber's facilities for Project related meeting/trainings.

Evaluators also met several female CBT graduates of the Customer Service Support (CSS) course in GVTI (W), Buffer Zone in Karachi from TVET II and III. They were employed unlike in the past and have earnings of various ranges. The situation had reversed now from being supported to a support to the family. They were confident with their new skills and were self-reliant for money. The exposure and income had bolstered their confidence to deal with the outer world. This is the ultimate outcome expected from any skills development programs irrespective of duration and context. However, generalizing these findings needs more data and systematic study.

3.4.4 Inclination towards CBT&A implementation

All the stakeholders - TEVTAs, principals and training faculties - were noted to have inclination towards CBT packages. They were cognizant of the merits of CBT compared to the conventional courses. For instance, GCT (Women) in Karimabad, Karachi had plans to offer CBT courses in their regular programs as well for which development of level 5 qualifications would be a pre-requisite. This is because GCTs have 3- year Diploma of Associate Engineer (DAE) courses as major offer.

3.4.5 Outcome orientation among Institutes and Trainees

Under the Result 2, the project encouraged institutes to prioritize CBT courses for training. However, to meet the DoA target of 75% employment, they had started practice of consulting with employers before deciding the trades. This was new experience for them unlike before when they were concerned only up to training completion.

There have been significant changes in employment orientation in general. Even the Project team now has practice of selection and prioritization of trades with support from employers. Similarly, the institutes, particularly the principals had now started to focus on employment outcome. For instance, the Principal of GVTI (W) buffer zone Karachi considered employment and income targets as new concept for them. Decision to orient on OJT and employment in the beginning of training to female students by the institute was a step towards internalization of this concept. This growing awareness among principals have subsequent impact on instructors.

By working with the Project, the institutes have gained skills in preparing bidding proposals for offering short term training. During the process they had also learned to negotiate and enter into MoUs with employers for OJT and employment facilitation for graduates. They used most of these skills during their contract with the Project. These MoUs have been a tool for starting and maintaining linkages with employment market.

FGD and meetings with female trainees at WTTC Quetta and Institute of Tourism and Hotel Management at Faisalabad suggested indications of change among these trainees too. They thought with the new skills gained, they could start working independently and that was possible even working from home. These skills could help them bridge gap between the market and households which otherwise would have been difficult. There were some increasing indications that females could make use of their skills in preparing market relevant products such as food items even working from home. They could get their male family members support in delivering in the market. They could even do the online business and avoid going to the market for selling purpose. Meeting market needs by working from home was not possible to even think of before.

There was now growing knowledge, skills and positive attitude among principals towards managing a systematic market responsive training. Hence, the explanation presented above suggests that there were sufficient evidences that bringing changes in mind set and actual behaviour among stakeholders – BIAs and individual employers, TVET authorities, Institute heads and teachers, trainees and the parents- is possible. This is an important project contribution/outcome towards TVET development.

As the project is in the early stage, further outcomes level results would be expected during the midterm review and final evaluation.

3.5 Project Sustainability

The first question under Sustainability was *whether the key stakeholders NAVTTC, TEVTAs, BIAs and training institutes take the ownership of the milestones achieved so far?* Answers to this question were based on the desk review as well as several individual and group meetings with major stakeholders in Islamabad and provinces/regions.

3.5.1 NAVTTC ownership of Project Results

Evaluators' judgment on ownership of the Project results – process, outputs and outcomes- were based on their interaction with stakeholders including NAVTTC, TEVTAs, PVTC, BIAs, Trade Testing Boards and Boards of Technical Education. Evidences were also sought with management and staff of individual training institutes.

The NAVTTC leads the Project's Steering Committee and provides strategic direction and overall guidance to the project. The Steering Committee meetings are held regularly where project progress, challenges faced and future plans are shared, which after due discussion, are endorsed. Therefore, legally as well as logically NAVTTC is the owner of all the Project actions. As expected, NAVTTC took strategic decisions and leadership role in TVET Reform agenda such as engaging BIAs in governance, operationalization of NVQF, development and implementation of CBT packages, and establishment and operationalization of CoEs. NAVTTC was involved in selection of institutions to be developed as CoEs and notifying accordingly and then development phase. Accreditation system also works under the NAVTTC leadership. Hosting of NSIS and NVQ registry, and issuance of national/final certificates by NAVTTC was another indication of their ownership. NAVTTC financially contributes to these as well. For instance 6 out of 8 technical staff of NSIS were on NAVTTC's pay role. Besides, NAVTTC was also responsible for payment to support staff and meeting running cost. NVQ Registry also operated within NSIS whereas two separate sections of NAVTTC dealt with issuance of certificates under CBT and RPL. NAVTTC's two Director Generals to whom the evaluators met gave the impression that they take the leadership role in development and implementation of the reform agenda. The notifications issued by NAVTTC (Annex 8) for relevant milestones were other evidence of the ownership.

The NAVTTC ownership of the project interventions is also reflected by their leadership and decision making role in selection of the institutes for implementing skills training under project Result 2. The selection team included staff members from NAVTTC and BIAs, and was responsible for selection of the trades and institutes for training.

3.5.2 TEVTAs ownership of Project Results

Active participation of TEVTAs in the implementation of TVET reform agendas explained above was strong indication of their ownership at the provincial level. All the TEVTAs/ regional Directorates have been part of the NVQF operationalization, and development and implementation of CBT&A packages. As explained in Chapter 3.4 Outcomes, AJK, KP and FATA decision to replace their conventional courses by CBT was a very strong indicator of their acceptance and ownership of CBT&A system. During the meeting, KP TEVTA requested for all levels (1-5) for various trades to allow students for further training. This indicated demand for and hence, sustainability of CBT&A programs.

TEVTAs' ownership on milestones is further explained by their decision to add NVQF Support Unit (NSU) in their organograms. Management of NVQF Registry, revision and notification of their Rules of Business (ROB) and reconstitution and reactivation of Institute Management Committees (IMCs) and establishment of CoEs are other indicators of sustainability.

Notifications of the TVET Advisory Forums are also important indications of TEVTAs' ownership of this milestone.

The institutes engagement in offering short term trainings, selection of trainees as per Project criteria, relevant instructors' participation in training of trainers (ToT), up gradation of workshops to suit the CBT convey their ownership of this program. Institutes' agreement upon Project conditions including 75% employment rate and graduates' minimum monthly income of PKR 13000 also convey their ownership of this action. Institutes' cost sharing in training implementation (under Result 2) is another strong indicator of ownership.

3.5.3 Private Sector ownership of Project Results

Participation of BIAs and individual employers have been discussed in the Chapter 3.3 Effectiveness. Similarly, outcomes of such engagement have been detailed in Chapter 3.4 Outcomes. As explained in these chapters, establishment of the Sector Skills Councils (SSCs), BIAs participation in Sector Studies, prioritization of trades and their actual involvement in offering training in these trades convey the BIAs' ownership of the project interventions. Adoption of CBT&A by private sector TVET providers is another indication of their acceptance of the program.

Punjab Vocational Training Council (PVTC) as training provider takes ownership of the project interventions and results. The PVTC staff informed that they were consulted during the project design and also several times during implementation phase. They have been implementing the CBT courses for which they got their teachers trained on CBT implementation and assessment. PVTC even nominated their staff for participation in Chief Master Trainers and Master Trainers training. It had also planned to share costs for CBT implementation. Vocational Training Centre (VTC) at PVTC premises which evaluators had an opportunity to visit had plan to offer CBT courses in machinist and auto mechanic trades from July 2018. All these were evidence of PVTC ownership of project processes, outputs and outcomes.

The Project outputs such as CBT&A packages are also used by other TVET agencies. Examples include PM's Youth Skills Development Program, World Bank funded Punjab Skills Development Project and DFID supported Punjab Skills Development Fund (Table 4 Chapter 3.6 Coherence). While it is project outcome, it is also indication of sustainability.

In summary, despite some disagreements on some Project interventions and results, there was agreement among these stakeholders on the Project milestones and Project progress.

The second question to assess Sustainability was *whether the milestones and processes were imbedded in the TVET institutions?* As per the findings almost all the project processes and milestones were embedded into the macro, meso and micro level TVET system/institutions.

As explained in the Chapter 3.3 Effectiveness, the NVQF was one of the major activity of Skill Standards and Curricula (SS & C) wing of NAVTTC. The NVQF main document and manuals vividly convey that the systems and processes under it are built as part of the NAVTTC system. The NVQF is also designed to work in interface with other public institutions through Committee of Chairmen and Directors of Technical Education (CC&DTE). The CBT&A development process is built in the NAVTTC as its integral system. Trade Testing Boards (TTB) and Boards of Technical Education (BTE) are engaged in assessment of trainees and RPL processes. Although assessors could be from outside institutes, the CBT training is provided mainly by the institutes' trainers. This obviously meant, the skills and knowledge gained with the Project processes would remain in the system itself.

Agreement to proceed with NAVTTC proposal to convert existing institutes into CoEs is another significant indicator of CoEs being part of the TEVTA system. Joint Secretariat under

Sindh TVET Advisory Forum is hosted by S-TEVTA and the same goes in other provinces. These Secretariats are supported by terms of reference (ToRs). The commitment and engagement of the private sector including Balochistan Women Business Association showed that Joint Secretariat has potential to continue.

Areas for Improvements

Despite positive indications of sustainability of project milestones, several areas appear where changing the current approach could further enhance sustainability.

CBT&A development –The project outsourced CBT&A packages development to an international Firm during the last phase. The same approach was in place for the preparation of another 28 packages during the current phase. Evaluators subscribe to the need for international inputs. However, continuation of outsourcing without involving national institutions, turns out to be a missing opportunity for embedding and sustaining the relevant skills in the country. This gap can't be addressed merely by using local consultants in this process. It requires engaging national institutes for example NTB or National Institute for Science and Technical Education (NISTE). Nevertheless, engaging Chief Master Trainers or Master Trainers from the proposed CoEs could to some extent be helpful. It could be done by entering into MoU with NTB and proposed CoEs for example and engage their permanent staff in the training and CBT&A development process.

In order to encourage crowding effect and competition, engaging freelancing experts could also be considered. This approach would facilitate CBT&A development by local institutions and experts under the NAVTTC leadership. Also, regional teams' direct engagement in CBT&A packages development could also build national and provincial capacity. In any case, role of international expertise will continue to remain for new skills, knowledge and systems.

Human Resources Development – Currently process applied for CBT&A development has been also used in the human resources development– teachers, assessors and institute heads - training. An international consultant had been hired for this purpose. As informed by stakeholders, local experts are used in this process. However, for the reason mentioned above, embedding the relevant skills in the national TVET system and ensuring their sustainability requires development and engagement of national/local institutes. Again, as DoA envisaged, institutions like NTB and NISTE could be engaged in this process. Alternatively, the proposed CoEs could be envisaged to have a role in this process as well. It would have been ideal case, had there been involvement of a national teacher training institute as DoA envisaged. Developing national institutional capacity was one of the reasons behind envisioning of such institution. Such institute could also have worked for developing expertise in other TVET services such as curriculum development and research on national teacher training needs. It could collaborate with other national and provincial teacher training initiatives. Furthermore, it could also coordinate and create synergy with teacher training initiatives in other provinces/regions for instance, with Japan International Cooperation Agency (JICA) and Turkish International Cooperation Agency (TICA) in Punjab (Table 4).

Mechanism for Networking and Experience Sharing – The government and Project's emphasis on development of CoE in view, CoEs can contribute for teacher training provided certain pre-requisites/conditions for their effective functioning as mentioned earlier are met. However, the teacher training part of CoEs may have limitations as the current approach does not present sufficiently the possibility of facilitation for networking and experience sharing among CoEs. It was not yet clear how the CoEs and its staff will benefit from the innovations and experiences gained by other provinces. On the same analogy, it will be challenging to assure international inputs through a cost and time efficient approach. Therefore, addressing these issues calls upon the Project to consider developing and putting a sustainable mechanism in place.

Ensuring benefits to the BIA members of Joint Secretariat –BIAs' engagement in TVET system through various mechanisms is encouraging. However, continued engagement of BIAs in the TVET Advisory Forums/Joint Secretariat would require examples showing these platforms are for mutual benefits. Technical Working Groups (TWGs) are considered short term mechanism for translating decisions taken by the Joint Secretariat into action but this concept was not invariably understood by the Joint Secretariat members.

Sustainable use of Physical Support to Institutes – As explained in the Efficiency Chapter, Project has supported institutes for additional machinery and equipment for example, computers and kitchen wares for effective management of training. It may also provide such support for institutes implementing CBT packages. However, the question remained whether institutes would be using these resources after completion of the Contract. Though there is every likelihood that recipients would be using the equipment to run the programs at their own after completion of contract yet the Project may pursue for such an undertaking as part of Agreement to ensure this. Otherwise, it may make the Project cost inefficient and making it difficult for the Project to justify continuation of such support.

3.6 Project Coherence

The project Coherence related question was *'to what extent is there likelihood for the project's interventions such as CBT&A, teacher training and skills training reinforcing governments and other donors' skills training Projects*.

Answering this question required understanding of initiatives implemented or funded by other national and international TVET stakeholders using the project processes and/or outputs.

As informed by Royal Norwegian Embassy staff, Norwegian government has the highest priority in education and therefore, was interested to work with government. Accordingly, as their interest is compatible with the project objective, they found logic to be complementary partner. Therefore, as explained in Chapter 1.5.1, Norway has been Project's co-funding partner.

According to the findings presented in Table 4, the project actions were complementary to the NAVTTC managed Prime Minister's Youth Skills Development Program. As evidence, this program had been using CBT packages in its trainings. Similarly, World Bank has been supporting implementation of 8 CBT courses in Punjab through its Punjab Skills Development Project. The Bank has also approached the project for adopting NVQF levels in the 33 CBT courses it developed earlier. Further, the Bank and the project were working together through the Joint Secretariat under TVET Advisory Forum. As explained in Chapter 3.4 Outcomes, this Forum had been a platform for dialogue between public and private TVET stakeholders. As explained earlier, the 6 CBT&A packages were also used by DFID by Punjab Skills Development Fund.

These evidences suggested that at least the project actions on NVQF and CBT&A were complementary to the TVET initiatives by government and donors, and also exhibit evidence of buy in of the project systems and outputs by other players.

As also shown by information in Table 4, there were other agencies including USAID, Japan International Cooperation Agency (JICA) and Turkish International Cooperation Agency (TICA) and Helvetas Swiss Inter-cooperation working in various provinces. Their work was on areas such as teacher training and skills training. Similarly, China Pakistan Economic Corridor (CPEC) with wide existence in the country also needs large number of competent workforce which could be trained through CBT&A approach and resources. But evaluators found very limited or no connection between these initiatives and the project.

Areas for Improvements

As explained under second question in Chapter 3.4 Outcomes, some trainees under skills training (Result 2) had interest to start their own business. The Project could benefit from the USAID experience in Sindh on micro enterprises development. This experience could be helpful for customizing the micro enterprise development courses to adapt as one of the CBT modules.

The Project has scope to collaborate with JICA and TICA on the teacher training component. Similarly, the Project work in general and skills training component in Sindh and Balochistan in particular could contribute to the development of workforce for CPEC initiatives. Therefore, the Project could coordinate with relevant agencies for preparing workers with potential employment in this initiative.

Table 4: Relevant TVET initiatives by Government and Donors

Partners	Provinces/Regions	Components
Prime Minister's Youth Skill Development Program	all	Implementation of CBT courses
World Bank	Punjab	Implementation of 8 CBT courses under Punjab Skills Development Project
		Levelling of WB developed 33 CBT packages
	Punjab,	Staff time allocated to Punjab Skills Advisory Forum Joint secretariat
DFID	Punjab	Used 6 Project's CBT packages under Punjab Skills Development Fund
China	Whole Pakistan	Skilled Workforce to meet increased future demand generated by CPEC initiatives
USAID	Punjab, Sindh	Small and Micro Enterprises development
JICA and TICA	Punjab	Teacher training
Helvetas Swiss Inter-cooperation	Khyber Pakhtunkhwa	Skills training component

3.7 EC Value Addition

EC Value Addition was assessed using the question *'extent to which the project contributes towards efforts by EU member states and helps EU to optimize synergies and avoid duplications?*

As explained in Chapter 1.5.1, European Union is the main donor for the project funds. It is co-funded by Government of Germany. Norwegian government is another co-funding agency, also made financial contribution for the Project which has possibility to increase the project scope. As such, all the three donors have been contributing to the same project objectives and creating synergies. At least, there is no likelihood of duplications among these member states.

DFID is another player relevant to the Project objectives, particularly in Punjab province. It has been using CBT courses in Punjab through Punjab Skills Development Fund. It was also noted

that Project's Result Area 2 which has focus on skills training was not implemented in Punjab. Hence, there was no duplication between the project actions and the DFID work.

4. GENDER MAINSTREAMING

UN classifies Pakistan as one of the countries exhibiting high gender inequality[8]. This situation has an impact on gender mainstreaming in the TVET sector as well. There are only 606 public TVET institutions against 1024 for males though the ratio of males and females is almost equal. With 649 and 1322 institutes (NSIS May 2018) for females and males respectively, situation in private sector is not different either. Although, Pakistan has notable practice of operating females' institutes also with co-education/training programs, this provision is insufficient and inequality persists. This has been recognized by TVET policy 2018 and therefore, has put emphasis on encouraging females in engaging in TVET programs.

Guided by the provisions of then (draft) TVET Policy 2015, under, 'Access and Equity' chapter the DoA has emphasized supporting females' skilling, including enhancing the capacity of existing training providers. It has further clarified ways for creating a female-friendly TVET environment including females share in the governing bodies. Similarly, presence of female teachers (Presently 23% while the number of female institutions is 34% -NSIS Data) in institutes and provision of non-traditional female friendly trades were envisaged to serve as pull factor for female enrolment in TVET. Furthermore, realizing the importance of gender mainstreaming, gender relevant indicators have been added in the approved project log frame in view of the additional funding from Norwegian government. Increase in female share in trainings subsequent upon Norwegian funding is a positive move towards gender mainstreaming but this did not reflect fuller utilization of additional funds. The project could use these additional resources in better way to boost gender mainstreaming through supporting special interventions such as introduction of non-traditional and female friendly trades in selected female TVET institutions across Project areas as well as for increasing female training related projects under Training Fund (using Norwegian funds in addition to already earmarked) or in some other manner in line with its gender mainstreaming Strategy.

In line with the DoA provisions, a gender mainstreaming concept was developed in 2017 and a gender mainstreaming working group was established within the Project. A gender mainstreaming strategy for the Project is in place and has been a guiding tool for sensitizing the project staff and to incorporate gender agenda in the annual work plan. Unlike before, presence of female staff holding technical/professional positions in project's regional offices for example in Punjab and Sindh is encouraging. The progress at the implementation level has been described in the relevant chapters but it is summarized in the following paragraphs.

The Project appeared to have considered gender mainstreaming during the selection, development and implementation of CBT&A packages. As explained in Chapter 3.3 Effectiveness, female training institutes were supported to implement courses that were suitable for women. Out of 25 institutes/organizations the project was working with under the Training Fund, 8 each are exclusively for males and females and the remaining 9 are common to both gender. The total enrolment was 4465 with 2175 (48.7%) females until time of evaluation. The Sector Studies thoroughly paid attention to identifying female friendly trades. Accordingly, a number of trades offering special potential for women have been identified by the Project teams from KP, Punjab, and Sindh. All future CoEs were envisaged to cater for both male and female. Some of these establishments have capacity to offer hostel facility for female teacher trainees. However, the evaluators noted with concern that proportion of females in 48 Chief Master Trainers being trained at Islamabad at the time of evaluation was 13 (27%). This need to be taken care of during future trainings to ensure 30% target. The Project has been collaborating with Women Chambers of Commerce and Industries in Punjab, Sindh and Balohistan. The MoU between the Women Chamber of Commerce and Industries

[8] www.hdr.undp.org/en/indicators/68606#

in Lahore and Punjab TEVTA was an example. Balochistan Women Business Association engagement in training implementation was another example.

As discussed in earlier chapters, the gender participation in trainings varies. For instance, female participation in CBT&A packages implementation from TVET II is 32% on average. The Project (TVET-III) targeted to ensure at least 30% female share in various trainings. However, in the institute heads' training this share was 20%. The fate with the assessors' training was not different either. However, females' share in skills training under Result 2 (40%) exceeded the target of 30%. With 47% female trainees, situation of Balochistan was even better than in Sindh.

These findings suggest Project's gender mainstreaming strategies at various levels have indications of exerting influence in the system. Accordingly, some results as explained above, though in early stage, were visible. Therefore, sustaining these results needs continued efforts by the Project but would require collaboration with relevant stakeholders.

5. LESSONS LEARNED

Even within this short period of implementation the Project, as described in this Chapter, has learned many important lessons.

Productive engagement of BIAs/employers is possible - BIAs/employers are ultimate source of employment to training graduates. Even if a graduate could operate as self-employed person or micro entrepreneur, her/his work is connected to the employment market. On the other hand, BIAs/employers conventionally are considered as self-centric; unless they see direct benefit, they would not get engaged with training initiatives. Hence, productive engagement of BIAs/employers considered a challenge in the developing countries and Pakistan could not be an exception.

The Project has however demonstrated that bringing change in this thinking is possible. This approach started with productively engaging BIAs at every possible step of TVET development and implementation. For instance, the project conducted Sector Studies and through participatory approach it identified trades for CBT&A packages development and their implementation. BIAs such as Pakistan Footwear Manufacturers Association has experience in this process and also in actual training implementation. This approach has given impression that now training could be actually decided and implemented as per BIAs' interest and effectively address their own human resources needs.

The BIAs/employers understand that Sector Skills Councils (SSCs), TVET Advisory Forums and the associated Joint Secretariats, and IMCs were different levels of mechanism for facilitating their engagement from national to institute levels. Accordingly, the BIAs/employers' involvement in SSC and TVET Advisory Forums and joint Secretariats and IMCs suggest that they were now interested to collaborate with TVET system.

CBT&A is a time taking Process - CBT&A development is a time taking process. In addition, in this phase of development the DoA has various conditions that the selected trades should have demand, have capacity to generate employment and income outcomes, and fill in the missing levels. Further, the DoA has strong demand for their implementation. Therefore, this process has been even tougher than the earlier phase and hence, it demands time. It requires putting workable plan to deliver by also meeting all these criteria.

Scaling up CBT&A Development by mobilizing Regional Teams - Together with the development of NVQF levels, the Project started to develop packages based on demand. However, with benefits realized by stakeholders on CBT, there was now demand for new CBT&A packages. Since it is time taking exercise, the Project has now learned ways to scale up the development process. Hence, in addition to the preparations outsourcing, the Project has also resorted to allowing regional teams to prepare these packages themselves in collaboration with TEVTAs. On the same analogy, in order to speed up the preparation process, as informed to the evaluation team, the Project has also planned to prepare all 1-4 levels of qualifications at the same time. As mentioned under section 3.2.3 the evaluators did not have an opportunity to observe the processes adopted or see the end product prepared by the regional Teams. As standard processes and quality should not be compromised for the sake of efficiency, as such Regional Teams may use the standard processes used by international consultants. To further ensure quality of products from two streams is up to the mark and comparable, appointment of a committee of experts to oversee the processes followed and assess the quality of outputs is proposed. Comparison of these two approaches could be an agenda for midterm review.

Tapping Micro/ Small Enterprises for Workplace based Training - The CBT modules do not have provision of OJT as mandatory component. Even then the training institutes

implementing skills training (Result 2) have, on their own, arranged OJT for their trainees. They have realized that whatsoever good the course package may be, trainees still need actual world-of-work (WoW) experience. Hence, this change made in training by the institutes' management has proven that: i) CBT packages need to be enriched by adding OJT component; and ii) OJT is possible if institution heads and faculty were appropriately motivated. In this context, even micro/small enterprises in the area or elsewhere could be tapped instead of looking only for bigger enterprises.

The Project Annual report (January – December 2017) mentions that the provincial/regional staff were strained due to their role in workplace based training facilitation. This is understandable but this situation could be to some extent have been avoided had this role been entrusted to the training implementers. Hence, this provision should have been built in the ToR while issuing requests for proposal (RFP).

Entrepreneurship/ Micro Enterprises Development - Same as lessons on OJT, with progress in training particularly in cooks training, the institutes found self-employment seekers. They also found students who preferred to establish their own enterprise. Particularly, females would like to rather work independently and preferably from their own homes. However, as in case of OJT, the CBT curricula did not include entrepreneurship skills. Therefore, in view of cook trainees' demand, the WTTC Balochistan had been considering imparting entrepreneurship training to the trainees in addition to the skills mentioned in the package. This situation persuades for adding enterprises development module in CBT&A.

Employment orientation - During the past phases of TVET reform, only limited emphasis was laid on outcome level results. Completion of training was considered sufficient. This is still the case with many public sector trainings and that private sector is also not too different. However, following the DoA spirit and its provisions, the project emphasized employment orientation. Now, as result of Project's emphasis on employment orientation, changes were visible in thinking and actual action among Project team as well as particularly the training providers. It was overwhelming to note that these key stakeholders now speak at least about employment outcome. Therefore, the lesson learned is that through continued emphasis on employment orientation, it was possible to change mind set of managers and implementers. Such a persuasion could trigger changes and steer the TVET towards an outcome oriented system.

Closer coordination with TEVTAs/Regional Authorities - There was substantial improvement over the previous phase through strengthened regional coordination teams based in TEVTAs. Yet there was a feeling among some stakeholders, for example Punjab TEVTA, of communication gap, which may adversely affect sustainability of the achievements. Overcoming this issue calls for sharing of project documents and regular periodic meetings of senior Project Management with TEVTAs/ regional authorities.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

Based on the progress made, results achieved and the areas where the project could make further improvements discussed in the earlier Chapters, the conclusions are made in this Chapter by evaluation criterion.

6.1.1 Relevance

The Project objectives were consistent with both the devolution of education and training functions to the provinces by way of the 18th amendment of the Constitution and provisions on skills and employment carried by Vision 2025, and the national legislative and policy documents. The project objectives were in line, particularly with the Vision 2025 as mentioned in Section 3.1 that 'Pakistanis have the intermediate skills to help make Pakistan a developed, industrialized, just and prosperous country by 2025. The project interventions such as TVET governance, business and industry engagement, NVQF operationalization, development and implementation of CBT&A, teacher training and recognition of prior learning (RPL) were also inconsistent with and have potential to contribute to the implementation of TVET Policy 2018.

The Project objectives corresponded to the EU Multi-Annual Indicative Program (MIP) 2014-2020 which specifies TVET as one of the priority sectors for EU Cooperation with Pakistan. Similarly, the project work particularly on training was consistent with emphasis of the New EU Consensus on Development of TVET and entrepreneurship. Also, the Project interventions have potentials to contribute to the fourth Sustainable Development Goal (SDG) indicators and its targets, particularly 4.3 and the eighth SDG.

6.1.2 Efficiency

Overall, the project had been delivering on time within its human and financial resources provisions.Some important conclusions on project efficiency are described below:

Delay in Delivery of Milestones –Delays in delivery of project milestones such as CBT&A packages development and implementation, CoEs operationalization, and teacher and assessors trainings have been noted as also explained in Chapter 3.2. It could be partially because of many critically complex and interlinked components under the third intervention area which should have been foreseen and taken care of during inception phase. Efficiency has important implications. Delay in CBT& A Development could jeopardize implementation of this milestone and could particularly trigger mistrust of TEVTAs in the Project capacity. Institutes could encounter embarrassment in addressing the demands for further training. It could have also adverse effect on teacher training and assessors' preparation. This situation could be managed through various strategies explained in the recommendations chapter. Accordingly, in order to ensure similar understanding among stakeholders, preparing and sharing of a revised timeline developed in a participatory way appeared to be a need. It also warrants considering allocation of more human resources for and revision of set up under Intervention Area 3 as discussed earlier.

Rational distribution of toolkits and technology up gradation – Toolkits for graduates is a welcoming project provision. It could be helpful for trainees to practice and initiate self-employment after graduation. However, providing it indiscriminately could make the project cost inefficient. Therefore, it need to be ensured that this support is provided to only the needy individuals who also meet the criteria set by the Project, the current provision needs a revision. Similarly, the project has assisted and is making plan to assist institutes with machine and equipment to meet CBT requirements and ultimately helping institutes' in technology up

gradation. Though probability of sustained use of these resources by the concerned institutes after completion of the contract is high yet it requires careful assessment and need to be mentioned in the future contracts that these resources will be continuously used and benefit the institute for quite some time in future as well.

Additional Funding - As explained in Chapter 3.2 Efficiency, the project was entrusted with additional funding from Government of Norway. Evaluators considered it as additional resource for which there was no specific plan in place yet. Except for adding some gender indicators in the project log frame, neither project scope had been changed, nor were targets added. As responded to the evaluators' observation during a meeting, there was urgent need for taking decision on how these funds will be optimally utilized.

6.1.3 Effectiveness

BIAs in TVET governance – Evaluators noted consensus among stakeholders on enhancing BIAs' involvement in TVET governance. Increasing membership in NAVTTC and TEVTAs governing boards was challenging and time taking agenda where the project does not have direct role. Still progress made, for example generating interest to increase BIAs membership in governing bodies, was encouraging. Notifications on establishment of Sector Skills Councils and TEVET Advisory Forum and associated Joint Secretariat convey government's interest to engage business and industry in the sector. Both these mechanisms have been effective platform for discussion and exchange between public TVET system and BIAs/private sector. Such opportunity was rare before and even if existed, its sustainability was not ensured. Similarly, the reactivation of IMCs and notification of revised IMC Rules of Business (RoBs) also indicated governments' inclination towards collaboration with BIAs and enterprises. These were positive steps by the government on BIA engagement in the TVET system.

CBT& A Development and Implementation – Continuation even with more emphasis on CBT&A development and implementation has been considered a right and timely intervention. With few exceptions, it has been considered a welcome development by most of the TVET stakeholders. However, interest among TEVTAs on CBT&A implementation vary and its climax is explained by paradigm shift to convert all their conventional courses to CBT&A by some TEVTAs. However, there has been considerable delay by the Project in seizing this opportunity.

CBT& A packages are being developed since 2016 and are under implementation since then. Various issues such as gaps in some levels and incomplete components (standards, curriculum and TLM) in some courses have been reported. The other limitations include too long courses in some cases and time consuming formative assessment process.

During the field visits, it was noted that TLMs were not available to all trainees. For example, the KP management has been providing copies of TLM to trainees from their own resources. Similarly, AJK TEVTA has recently got a development scheme approved to secure funds to procure TLM for trainees. Hence in view of scaling up of CBT&A, the Project, in consultation with TEVTAs/ regional TVET authorities and NAVTTC may come up with reliable, permanent and cost effective solution. It goes without saying that most TVET clientele belong to lower income/poor classes. These gaps and issues need to be resolved at the earliest possible.

Operationalization of CoEs – Although there is high level of ownership on establishment of CoEs, progress towards their operationalization/functioning was slower than expected. Furthermore, unless there is clear division between the CoE's responsibility for teacher/staff training and student training, it could have detrimental effect on its performance and could possibly foil the whole purpose of CoEs.

Human Resources Development - As explained in Chapters 3.3 Effectiveness and 3.5 Sustainability, the current HRD approach using the CoEs apparently has limitations. The teacher training component of the CoEs was envisaged to be independent of management responsible for student training. However, in the two scenarios: i) teacher training and student training institutes on the same campus but with some autonomy as in Punjab and NTB, Islamabad; and ii) the teacher training and student training under same management as in Sindh and presumably in Balochistan and KP, teacher training component is somehow attached to the student training. Further detailed assessment of this approach would be possible only after the CoEs start their operations. At least separate budget for the two wings and possibly demarcation of most commonly needed facilities would be necessary for smooth running of the two programs.

The current approach of teacher training is unlikely to facilitate developing a cadre based expert teacher training system. The current approach did not envisage networking and exchange among the TVET professionals particularly the trainers and institute heads across the provinces/regions. The institute heads training basically corresponds to the institute management training which too could be catered by teacher training institutes. Currently, the plan was to train institute heads in the institutes designated as satellite institutes, by using the institute heads who were being trained in Islamabad during the evaluation period. This approach is likely to be less helpful for institutionalizing institute management training.

Skills Training (under Result 2) – Based on the details in Chapter 3.3 Effectiveness, evaluators concluded that progress with skills training was significant with some activities being conducted applying different modes. Fully workplace based training was one to be emphasized. Gender mainstreaming in training has been paid attention to. Evaluators also noted that with additional emphasis in delivery in year 2 and 3, it could comfortably meet the training target. By the end of project, it would also be possible to verify graduates' employment and income. With involvement of BIAs/enterprises in the process – starting from trades identification to OJT and employment facilitation expressed through MoUs, conveys a significant shift from supply based to demand driven approach in training. However, how these services reach the far-flung and remote areas for example Loralai in Balochistan was a challenge. This question arose as training is equally or even more a necessity for populations from rural, far-flung and remote areas than in urban and easily accessible areas. Although, remote and far flung areas are not a priority for the Project, the Project could focus them through additional Norwegian funds possibly through mobile training approaches.

Important training components such as orientation and counselling were only sporadically found in application. Absence of system for facilitating planned OJT and placement plan, and employment and income verification was also noted in all institutes the evaluators visited.

6.1.4 Outcomes

There was progress towards outcomes of project interventions. For instance, growing realization of need for BIAs engagement in governing bodies and various stages of TVET system such as Sector Studies, trades prioritization, courses development and training indicate positive shift from supply based mindset to demand driven attitude.

Further, notifications for implementation of Project milestones such as formation of SSCs, reactivation of IMCs, establishment of CoEs, development and implementation of CBT packages were steps towards outcomes. Notifications also indicated government's ownership of these milestones. Similarly, National Skills Information System (NSIS) was now functional albeit more from supply side data and information. The NVQF Registry operational, for example in KP and AJK showed its use by TTBs in respective province/region.

As such, though the Project is in early stage, it has some indications of outcome level results under Result 1. Under Result 2, while progress at output level is on track, it will take time for realizing outcome level results. However, evaluators could note some issues on assurance of training outcomes. For instance, institute heads have now significant orientation to training outcomes. However, they appeared to have only limited clarity on Project's employment and income targets. Therefore, attaining 75% employment rate and PKR 13,000 minimum monthly income after graduation looks challenging.

6.1.5 Sustainability

Ownership which is one of the criteria to measure sustainability, varies with provinces. For instance, Punjab TEVTA has interest to make use of the project opportunities. However, there is apparently a limited communication between P-TEVTA and the Project. The P-TEVTA has only limited knowledge on the Project details. This issue to some extent exists even in Sindh. Still, the ownership of Sindh TEVTA on project actions is exceptional. Except for Result 2, they are almost on top of each Project component. It is also due to their interest and close cooperation with project staff. Limited ownership of Balochistan was apparently due to its limited human resources and technical capacity to interact with the Project.

Enhancing BIAs participation in governing bodies is highly relevant provision made in the DoA. Accordingly, it has been pursued by the Project. It is highly challenging work where change in legislation, for instance increasing number of BIA membership in NAVTTC governing board, was required. Yet, in view of creating positive pressure, evaluators consider that this DoA provision should remain unchanged.

Progress on establishment of SSCs at national, TVET Advisory Forums and its Joint Secretariats at provincial level and IMCs at institute level was encouraging. The Project is not directly concerned with registration of SSC, yet its support in the process would boost their functioning and continuity. All these indicate that these actions were well embedded in the TVET system. The other milestones such as NVQF, CoEs and HRD are also built in the system. Similarly, AJK TEVTA approval to procure TLM for trainees using government funds secured for this purpose and KP and AJK decision to convert traditional curricula into CBT were strong indications of government ownership of these Project initiatives.

6.1.6 Coherence

The Project work particularly on CBT&A packages development has been proved to be complementary to the other programs. These packages were used by government and donor projects such as PM's Youth Skills Development Program and World Bank funded Punjab Skill Development Project and DFID funded Punjab Skills Development Fund. These evidences indicated project outputs being complimentary and had been facilitating coherence among donors and other key players.

6.1.7 EC Value Addition

Managing project of this size with complex components was challenging not only from the program management perspective, also in view of resource management. The co-funding from the three partners – EUD and Governments of Germany and Norway has been appropriate to implement the project of this size and nature. Hence, this partnership has helped building synergy and avoid duplication. Similarly, the collaboration between the Project and DFID in Punjab has contributed to creating synergy in the sector.

6.1.8 Overall Conclusions

Overall, building on the achievements of the past phases, the Project was on right direction. It had followed NSS and TVET policy provisions. For instance, the NVQF operationalization has been central pillar of the TVET reform. The Project had rightly focused on its implementation by establishing comprehensive connection between and among the reform elements - framework elaboration tying it up with standards, curriculum and TLM development, teachers and assessors training, and RPL operationalization. The other micro reform elements where the Project has attention were up-gradation of training facilities and testing different models of training. Both these elements were reinforcing each other together with the reform process.

There have been significant changes in outcomes orientation among major stakeholders including the Project team and training institutes and it was reciprocated by the BIAs' demands. BIAs of both genders were found to have increasing interest in the reform. They felt they have started to gain or have indications of getting much bigger space than before in all spheres of TVET and considered it as an opportunity to address their human resources needs. This was an indication of big change on path to the TVET reform.

6.2 Recommendations

This chapter presents major recommendations based on findings described under each evaluation criterion and the conclusions made in Chapter 6.1. The other basis for these recommendations are findings on gender mainstreaming (Chapter 4) and lessons learned (Chapter 5). By far most of the recommendations are for the Project's considerations.

Revision of Timelines for delayed milestones – Project has experienced delay in milestones such as CBT&A package development and implementation, CoEs operationalization and systematic teacher/staff training through them. Addressing this issue is critically important to keep stakeholders' trust and interest in these interventions. Availing packages on time is important also for ensuring uninterrupted training learning environment in the institutes, and likewise for teachers' training and assessors' preparation. Therefore, the project needs to revise its timeline on these milestones. During the evaluation mission meetings, the relevant Project team had realized this need and agreed to put the timeline in place at the earliest possible. Possible ways to accelerate these processes is explained in Chapter 5.

In order to accelerate the CBT&A packages development, regional teams were also planned to be engaged in this process. However, evaluators consider that effectiveness of this approach needs to be assessed during the midterm review. Also, as discussed in conclusion Chapter, given the several critically important and complex components under the third IA, consultants suggest review of current HR allocation vis-à-vis importance of timely delivery of results. Creating fifth IA by splitting the IA-3 appears to be one option. Alternatively, creating sub intervention areas under it with additional dedicated expert staff could be another option.

Rational distribution of toolkits and technology up gradation – As explained earlier, provision of toolkits to the graduates was a useful input for self-employment seekers in particular. However, as discussed earlier its indiscriminate distribution was difficult to justify. Generally, it is provided to self-employment seekers and even prioritization among them could be considered targeting economically deprived graduates. In other words, the wage employment seeker may not need such support. In order to avoid conflict and confusion, preparation and communication of selection criteria from the early stage of the project would be helpful for training providers. On the same analogy, technology up gradation support to the institutes needs to be based on proper analyses in terms of its justifiable and sustained use after completion of contract.

Options for utilizing Norwegian Funds - To ensure optimum utilization of the Norwegian funds, the Project could review its current scope, indicators and targets. Following options could be worth considering individually or in a combination:

Table 5: Options for Utilization of the additional Funds

	Options	Explanations of Options
i.	Mobilization of additional consultants for developing CBT&A packages	In order to accelerate the process project could engage additional consultants for development of packages for trades prioritized in view of the demand.
ii.	Conversion into and increasing CBT-Only institutes	Many institutes offer CBT and conventional courses in parallel. This could have adverse effect on particular institute's management, instructors and trainees. For instance, instructors could easily be confused and there is likelihood of turning back to conventional practices in CBT classes as well. Therefore, it would be helpful to convert into CBT-Only institutes and it could be even better if they are females- only institutes.
iii.	Extending skills training opportunities in provinces with far-flung and remote settlements	The current skills training opportunities under Result 2 are limited only to Sindh and Balochistan and that too mainly to the easily accessible areas. With the new funds, using results and incentives based payment approach, private sector training providers could be mobilized in such deprived areas. The extended training component could also consider serving similar locations in FATA, KP, GB and AJK. The project team could make use of experiences from TVET 1 project. Feasibility of using Mobile Training Units could be an option to be explored.
Iv	Establishing incubation/facilitation centres for micro enterprise pursuant	Very often the trained youth having an aptitude for and seeking to start their own micro enterprise are constrained beside enough financial resources, by lack of guidance and initial hand-holding to make a start. Part of Norwegian funds may be used to establish incubation/facilitation centres to assist such graduates.

BIAs in TVET governance – The project needs to be encouraged by the relative success in this intervention particularly the TEVT Advisory fora, Joint Secretariat, SSCs and IMCs. However, in order to sustain this achievement, the project needs to continue with the two prong strategy: i) lobbying for changing governance structure allowing at least 50% BIAs representation; and ii) proving to BIAs that TVET system could meaningfully help them addressing their human resource needs. In addition, BIAs and employers need to be continuously engaged in the system. Application of quick market assessment tools such as rapid market appraisal and labour market signalling studies which normally are not expensive could be some options.

Furthering NVQF Operationalization – So far, the standards development is confined between level 1 and 4. However, further operationalization of NVQF needs developing courses at level 5 which could establish link between higher education and TVET. This also requires establishing equivalencies between CBT and other programs such as conventional TVET programs and academic programs. The NVQF manual has well-defined provision on equivalency to be undertaken under the auspices of Inter Board of Committee of Chairmen (IBCC) and Committee of Chairmen and Directors of Technical Education (CC&DTE). Scaling up of the RPL system appears to be another need.

CBT&A Development and Implementation – As explained under 5.2.1, the Project needs to accelerate CBT&A development processes. Several options individually or in combination are available for Project's consideration: i) following standard process, requesting GFA for more packages development; ii) using the standard CBT&A development process, hire other appropriate consultants to work on the packages development; and iii) encourage the regional

teams. But it is important to note that all these options need to meet the standard criteria and develop all the components of a particular package. This process should not limit only to development of competency standards.

Moreover, there are also other issues such as the courses being too long and time demanding formative assessment system. Such limitations with/feedback on CBT&A packages suggest for putting a CBT&A review system in place.

Operationalizing CoEs – CoEs' establishment/ development process needs to be accelerated. While the teachers' training which was in progress in Islamabad at the evaluation time is agreeable, next batch of training needs to be managed through the CoEs. In order to enhance the teacher training from future CoEs, clear segregation of responsibilities between teachers and students training needs to be in place. The CoEs need to meet all the standard requirements, particularly legal infrastructure, and human and financial resources. The two wings need to be independent from each other and operate under independent organogram. This is one agenda where the midterm review could explore and check if the recommendation is considered in detail.

Human Resources Development – some limitations with the envisaged CoEs based teacher training has already been discussed. However, in the interest of timely service to the institutes, it needs to proceed without much delay. For better outcomes, teacher training also needs to include actual workplace experience as separate component.

Institutionalizing National Capacity – Need for international expertise inputs in specific interventions such as teacher training and CBT&A packages development are discussed in Chapter 3.5 (Sustainability) and Chapter 6.1 (Conclusions). However, in view of sustaining and institutionalizing the systems and techniques developed, it is important to build national capacity as well. It could be done by allowing opportunity for national institutions for example NTB or NISTE or staff from future provincial CoEs to work with international teams.

Skills Training – Extending skills training opportunities to the far-flung and remote areas such as Loralai in Balochistan requires considering mobilization of private sector institutes. Servicing such locations through mobile training approach could be an option. Bringing appropriate candidates from such difficult locations and training them in urban areas could be another option. Project could also consider adding pre-training components such as orientation and counselling to ensure participation of candidates with aptitude for a particular training and its outcomes. Trainings could be made further effective by orienting trainees towards self-employment or establishing micro enterprises. Systematic OJT and placement plan must be in place from the very beginning. The post training phase needs to incorporate employment and financial linkages.

With involvement of BIAs/enterprises during trades identification and MoUs for OJT and employment, conveys a significant shift from supply based to demand driven approach in training. However, attaining project target of 75% employment rate and PKR 13,000 monthly income after graduation still looks challenging particularly in case of females. As explained in Chapter 3.3 (Effectiveness), other EU projects have already demonstrated that even small training initiatives could create employment market and assist making peoples' livelihood better. In order to ensure that this concept is thoroughly understood and followed by training institutes, Project could organize several workshops with the relevant institutes to share the concepts, methods to attain employment and income targets. Discussion over benefits and challenges of these targets and exercises possibly using case studies would be helpful for participants to internalize these important provisions/concepts. Inclusion of entrepreneurship education in the CBT packages being used by training providers or introduction as a stand-alone module for interested trainees could also be helpful in promoting micro-enterprise development.

Provisions for employment and income verification are essential steps of post training phase. However, the contracts were silent on consequences of not meeting these provisions. Hence, the Project needs to make provision for this in future contracts. In addition to the provisions explained above, employment and income outcomes could be enhanced by tying the payment of training services with the results training providers deliver. The incentive based payment system could also help enhance the employment and income outcomes. This tool could also be used to access youths and adults in far-flung and remote areas.

Finally, there are and will remain several challenges that may offset or potentially offset the accomplishments made so far. Overcoming them is possible by deepening and scaling up of the achievements. As explained above, the project could consider putting concerted efforts on development and implementation of NVQF including Level 5, determining equivalencies and RPL operationalization. Achieving this will require continued and stronger partnership among stakeholders and particularly with BIAs.

7. ANNEXES

Annex 1: Brief on Evaluators

Team Leader, Dr Hari Kumar PRADHAN

Our Team Leader, holding a PhD, has 28 years of professional experience in the design, management and monitoring & evaluation of international projects in the area of skills development and human resources development as well as economic development in particular in technical and vocational education and training (TVET) sector in south Asia including Nepal, Bangladesh and Pakistan since 1989 (28 years in south Asia). This includes experience of evaluating TVET projects in south Asia.

Mr Pradhan has almost 20 years of solid and diversified experience of working in project and programme evaluation and well-versed in project evaluation methods and techniques through the delivery of independent assessment, impact assessment and final evaluation of projects in particular targeting TVET, skills development, HRD and economic development.

So far, he has implemented and evaluated over 50 TVET projects/programmes and over 10 projects financed by the European Union.

Recently he conducted the final evaluation of the following EU-funded programmes (TVET I and TVET II in Pakistan. In this regard, he evaluated 6 grant projects (Oxfam Novib; Care International; ACTED; Concern Worldwide; Plan International; and TUSDEC) + 4 components under these 2 EU-funded TVET programmes.

Areas of expertise: i) TVET planning, policy making and strategic planning; ii) TVET sector/ institutions reform and establishment of TVET institutions; iii) TVET Project formulation, implementation and evaluation; iv) DCED Standards-based and competency-based monitoring for TVET projects; and v) TVET research particularly, labour market studies.

Policies and Plans: Played key role in developing TVET policy in Nepal: i) as coordinator in 1998; ii) as Coordinator of the Core Group for policy formulation in 2004 (that led to approval of policy in 2007) and iii) Expert member of high level policy formulation team in 2010 (that led to approval of new policy in 2012 and is now under implementation); Played lead role in development of Council for Technical Education and Vocational Training (CTEVT) Strategic Plan 2014.

Contribution in establishment of Vocational Training Institutes: i) Based on proposal, a training school on Technology and Tourism was established at Banepa; ii) played lead role in establishment of Tansen Nursing School at Palpa in Tansen.

As part of recent roles in Nepal, he has extensive experience in identifying gaps between curriculum and job skills demanded by the market, and analysing capacity with regard to key TVET actors in government (line ministries, CTVET, etc.) and at the intermediary level (TVET providers). Besides, he has also been responsible for preparing donor mapping and analysed gaps in the TVET sector, with the aim of identifying the potential value added of an EC intervention. Based on the findings of this analysis, he assisted in the preparation of intervention options in TVET.

TVET Expert, Dr Irshad TIRMAZI

Our TVET Expert, holding a PhD, has detailed understanding of issues related to skills development and TVET in Pakistan and quite sensitive to issues related to local culture and

gender (worked with the Women Polytechnic Institute, etc.). This understanding is gained through over 40 years of general professional experience in the area of skills development, human resources development and economic development.

He has over 30 years' experience in the TVET sector in Pakistan gained through working with the Government of Pakistan, Pakistani Ministry of Education, Regional Skills Development Centers in Pakistan, National Institute of Science and Technical Education Islamabad, Women Polytechnic Institute Islamabad, National Museum of Science and Technology, National Education Equipment Centre, UNESCO Islamabad, JICA and Asian Development Bank.

He is fully conversant with the principles and working methods of project cycle management and solid experience in project formulation gained.

Dr Tirmazi has solid experience of working at policy level in TVET sector with Government in the roles of Assistant, Junior and Deputy Educational Advisor for the Ministry of Education as well as TVET Policy Specialist for the Asian Development Bank (ADB), for the UNESCO and for the Japan International Cooperation Agency (JICA). During his posts in international agencies, he was responsible for liaising directly with the governmental agencies in Pakistan concerning the policy level deliverables.

He also has solid experience in the development of competency standards for professions and competency based training (CBT) approach in collaboration with NAVTEC in Pakistan.

He has excellent report writing skills gained through the delivery of several reports on the studies carried out in Pakistan in the TVET sector.

Annex 2: Terms of Reference

SPECIFIC TERMS OF REFERENCE Delegation Agreement for the implementation of Support to the Technical and Vocational Education and Training (TVET) Sector in Pakistan ACA/2016/380-295

FWC BENEFICIARIES 2013 - LOT 9-Culture, Education, Employment and Social EuropeAid/132633/C/SER/multi Contracting Authority: The European Union Delegation to Pakistan

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1. BACKGROUND

1.1 Relevant country / region / sector background

Pakistan's economy has been facing severe challenges since 2007/08 with a low rate of economic growth, high inflation (especially for food), power shortage, soaring oil prices and poor law and order situation. In recent years economic growth has increased to about 5.28%, but this growth is unevenly distributed and is mainly benefiting the large industrial and commercial centres of Karachi and Lahore. Ranked at 147 on the Human Development Index, 45.6% of Pakistan's population is facing situations of multidimensional poverty.

According to the provisional results of Sixth population census conducted in 2017, the total estimated population of the country is 207.7 million making it the fifth most populous country of the world. Of this, roughly (61%) are between 15-59 years of age and around 40% are between 15 and 40 years. This population can be an asset if appropriately trained. Unfortunately, hardly.

17% complete secondary education and a very small percentage acquire employable skills. Gainful employment for its people is among the most pressing challenges that Pakistan faces. The unemployment rate stands at 5.9% in 2014-15. Nearly two-thirds of the employed labour force is in what is classified as vulnerable employment, which includes unpaid or low-paying jobs in the informal sector and self-employment. An increased demand for skilled labour in all sectors (both internationally and domestically) is to be expected in the coming years, particularly in infrastructure, industries and new technologies. Further development of China - Pakistan Economic Corridor (CPEC) and better energy supply are expected to play a significant role in improved economic growth in coming years.

Building on the 10th Five-Year Plan and the Pakistan Framework for Economic Growth of 2011, the Federal government launched in May 2014 "The Vision 2025"[9] as its key policy framework. Developing human and social capital forms the first pillar of Pakistan Vision 2025. It aims to channelize and streamline the energies of Pakistan's large youth population and realize their immense economic potential. Pakistan's youth bulge can drive innovation and entrepreneurship. The Government of Pakistan is committed to addressing this situation through major investment in youth.

1.1.1 Current situation in the sector

The Technical and Vocational Education and Training (TVET) system in Pakistan is highly fragmented and comprises of a formal and a large informal sector. In the formal sector, the principle sources of TVET provision are public and private training providers, enterprise based skill trainings and NGOs. The informal sector is characterised by the Ustad-Shagird (master apprentice) tradition of vocational training. The informal sector is important for training. It is estimated that it trains twice as many people as formal TVET.

Pakistan's TVET sector is faced with a number of challenges, including the lack of access to quality and relevant vocational training by a huge population. The curriculum and disciplines taught to the trainees are often outdated and there is a major disconnect between the training institutes and the industry which added up to the irrelevant workforce development. Around 3 million young people enter the labour market (53% female) every year. However, the formal TVET system can only accommodate fewer than 500,000 trainees annually. As a result, a huge percentage of youth drifts into the informal sector every year, where they participate in the ustad-shagird vocational training. Furthermore, the employability rate of graduates from the formal TVET system is very low due to lack of quality and relevance of the training content.

[9] *http://aan.ndu.edu.pk/download/Post-Report-Ex-NSW-16.pdf*

The role of business and industry in TVET planning and delivery is limited and the system for assessing the labour market needs and adjusting the training delivery accordingly is inadequate. The gap between demand and supply of skilled workforce is due to a limited cooperation between the public and the private sector for the TVET governance and delivery. As a consequence, the workforce produced lack demand-driven approach.

Teacher training is another weak link in the chain. The current capacity of 11 Staff Training Institutes (STI)/ Technical Teacher Training Centres (TTTCs) is inadequate to cater large number of teachers in around 1177 public sector TVET institutes. This is especially the case given the need to upgrade the skills of teachers/trainers before they can effectively implement the new national qualifications. If institutes in the informal sector are also added, this capacity becomes meagre.

One of the major causes of unemployment is the lack of appropriate skills, caused by overall low access to TVET services. The distribution of public TVET institutions varies greatly within and between the provinces. Furthermore, the number of business, and particularly the number of industry establishments, that could facilitate completion of quality training vary greatly by provinces and are extremely limited in some provinces and regions (such as GB, AJK, Baluchistan and Khyber Pakhtunkhwa (KP)). There is also gender disparity: enrolment figures show a gender gap, with only 37.6% female students in 2008-09. Due to traditional social structures, access to TVET and the labour market is difficult for young women. The cultural limitations on female employment vary considerably between rural and urban populations and to a lesser degree between provinces.

There is no system of internal assessment focusing at competency level. Similarly, employment and income verification for ensuring payments for training outcomes does not exist. Tracer studies done in a systematic way are not part of the existing TVET culture. Networking with employers' associations, TEVTAs and training providers needs further enhancement.

The Government of Pakistan has recognised that in order to achieve sustained economic and social development, remain globally competitive and to be able to respond to changes in technology and work patterns, skills development must be a political priority. The National Skills Strategy (NSS) (2009-13) defined three objectives: providing relevant skills for industrial and economic development; improving access, equity and employability; and assuring quality to address the major issues confronting the TVET system. Taking as foundations the NSS and the Pakistani strategy Vision 2025, the Ministry of Federal Education and Professional Training developed a broader National TVET Policy[10] with participation of various stakeholders from public and private sector. Planning processes and objectives are clustered in the National TVET Policy which envisages a restructuring of the sector and identifies eight intervention areas.

The NSS and the National TVET Policy strongly highlights the importance of private sector involvement. A number of efforts, such as the constitution of the Institute Management Committees (IMCs) by TEVTAs and Industry Advisory Groups (IAGs) by NAVTTC, each with representation from private sector, have been made in the past to address this problem but without much impact.

A positive trend is the political awareness of a need to reform the TVET system, which accounts for TVET being part of the agenda of all political parties and some additional budget allocation by the government.

[10] *http://tvetreform.org.pk/wp-content/uploads/downloads/Reports%20and%20Publications/TVET%20Policy.pdf*

Education, including human resource development, is one of the focal areas for EU's development cooperation with Pakistan. With an overall contribution of EUR 91 million, the EU has supported TVET in Pakistan through three projects. Of these, two have been successfully completed: (i) Support to TVET Sector in Pakistan (TVET I); and (ii) Supporting TVET Reform in Pakistan (TVET II). Both TVET projects fell under the umbrella of the NSS framework and its priorities. They supported the reform agenda and were expected to produce significant impact on the institutions to be assisted, and ultimately, on the target beneficiaries.

"Support to the TVET Sector in Pakistan" (TVET I) had a total cost of 21.17 M EUR where EU's contribution was 19.47 M EUR. The project purpose was to improve the quality and outreach of skill trainings provision predominantly in the rural areas of Pakistan in response to the needs of the economic sector. The project had two components: Component 1 (3.9M EUR)- Capacity building of provincial Technical Education and Vocational Training Authorities (TEVTAs) and training providers (Implementing Partner was GIZ); Component 2 (14.9M EUR)- Outreach programme to improve quality and provision of TVET services predominantly in rural areas. Implementation was done through six grant contracts (5 INGOs & 1 NGO).

Key achievements of TVET I include: ISO Certification of Punjab and Sindh TEVTA; systems development within TEVTAs; Management training; developing Public Private partnership models; training of approximately 35,000 youth in rural areas with an overall employment rate of about 45-50 %.

The processes in the TVET sector have been reformed since 2011 through ***Supporting TVET Reform in Pakistan (TVET II) project*** worth 50.3M EUR with EU's contribution of 26 M EUR (other donors included Netherlands (15M€), Germany (2M€) and Norway (7.3M€)). The project was implemented by GIZ through a Delegation Agreement. The project purpose was to increase the access, equity, relevance and quality of the TVET sector in Pakistan. TVET II covered all provinces and regions of Pakistan. The project supported the reform of TVET sector through three Components: Governance; National Qualifications Framework and Human Resource Development; Innovative training delivery and labour market information and services.

Key achievements of TVET II include: National TVET Policy launched; implementation of National Skills Strategy initiated; National Vocational Qualifications Framework (NVQF) introduced; A new Competency-Based Training & Assessment (CBT&A) approach introduced to align training delivery with the demand of the market; Recognition of Prior Learning (RPL) introduced - A system to bring the skilled workforce from informal economy into mainstream TVET system; 1100 programmes accredited across Pakistan; 61 competency based qualifications for NVQF registration developed (of which 33 (54%) are suitable for women); 130 lead trainers have trained 8500 TVET teachers in pedagogical skills; 36 projects awarded under Fund for Innovative Training (FIT from which 124,000 people benefitted in total; Learning Region launched in FATA with 1,500 beneficiaries trained in small-scale farming; Cooperation between public and private sector promoted through various approaches; National Skill Information System (NSIS) set up at NAVTTC and interactive web based NSIS developed; and 102 vocational counselling and job placement centres developed.

1.2 The Action to be evaluated[11]

The third phase of EU's support to the TVET sector is ***"Supporting TVET sector in Pakistan (TVET III)"***. It is based on the key achievements of TVET I and II and the lessons learnt from their implementation and the recommendations of their evaluations. The subject Terms of Reference relate to evaluation of TVET III.

TVET III is implemented by GIZ through a Delegation Agreement. The total cost of the project is EUR 56 million with EU contribution of EUR 43.5 million. Other donors include Government of Germany and Norway with contributions of EUR 8 million and EUR 4.5 million respectively. The **overall objective** of the project is "to contribute towards socio-economic growth of Pakistan through development of human resources that enable people to engage in productive employment".

The **specific objective** is to improve governance and private sector participation in the TVET sector to enhance access to quality skills development that meets demand of the labour market.

The project has two expected results- **Expected result 1:** Equitable access to market led TVET system and enhanced employability of graduates through implementation of relevant provisions of National TVET policy and National Skills Strategy. **Expected result 2:** Trainings designed and delivered with increased collaboration and private sector involvement, leading to greater employability.

Focus of result 1 is on progressive operationalization of NVQF, development and implementation of CBT&A packages and teacher training. Implementation of result 1 will take place at federal and national level. Result 2 focuses on training and employment of at least 18,000 people (15,000 from Sindh and 3,000 from Baluchistan) in occupations under major sectors of economy that have high economic growth. The project aims to have minimum 75% employment for its graduates earning minimum 13,000 PKR per month. A period of eight months after completion of training will be allowed for employment and verification of income. The implementation of this five year project started from January 2017. The first six months were inception phase. The first project steering committee meeting was held on 24 May 2017 where an overview of the previous phase (TVET II) was provided and TVET III was introduced.

1.3 Stakeholders of the Action

Pakistan´s TVET system is fragmented and involves a number of national and provincial bodies from the public as well as private sector with some overlapping functions.

Ministry of Federal Education and Professional Training is playing lead role in policy formulation. However, after the 18th constitutional amendment devolving major functions to provinces, its role is limited.

NAVTTC is the apex body working under the Ministry with regulatory and co-ordination role but due to high staff turnover, it suffers from limited technical capacity. However during the recent years, this issue has been controlled to some extent.

At the provincial and regional level, TEVTAs / Directorates have key role in planning, coordination and implementation of TVET. However, these agencies also face the problem of inadequate technical capacity and resources. Their collaboration with private sector is at very primitive stage. TVET at provincial level is quite fragmented as other departments also implement TVET in some provinces. Poor coordination, duplication of efforts, weak governance combined with thinly spread resources result in weakening the whole sector.

[11] *The term 'Action' is used throughout the report as a synonym of 'project and programme'*

At the provincial level, *Trade Testing Boards (TTBs) and Boards of Technical Education (BTEs)* have Assessment and Certification responsibilities. Their functioning is not entirely satisfactory and sometimes there is duplication as well.

National Training Bureau (NTB) and National Institute for Science and Technical Education (NISTE) at the federal level and *Staff Training Institutes (STIs) and Technical Teacher Training Centres (TTTCs)* at provincial level are important stakeholders responsible for teachers training. Despite large number of human resources, and institutional and physical facilitates, these institutions mostly work in stand-alone manner. TVET III intends to strengthen their capacity for TVET quality improvement.

Ministries of Industries and Production, Commerce and Textile, and Petroleum and Natural Resource represent important economic sectors but do not have any direct role in TVET.

In consideration of a stronger involvement of the private sector in the development and implementation of TVET qualifications as well as in the conduct of assessment, *business and industry associations (BIAs), Chambers of Commerce and Industry (CCI)* as well as enterprises constitute important implementation partners of the Programme. For instance, builders and developers association, textile mills association, garments manufacturers and exporters association, hotel associations etc. BIAs have key role in identifying skills gaps and demands and are ultimately the organisations closest to individual employers. Although, represented in NAVTTC and TEVTAs, their participation is often limited and can be seen as largely ceremonial due to the limited role in decision making. This flows right through the TVET system so that BIAs and enterprises therefore tend to not be productively engaged in training design and implementation and few offer training on the job. Institute Management Committees (IMCs) are not established in all institutes, and few have become productively functional without outside support. In relation to the thematic area 'migration' an increased cooperation with the Overseas Employment Corporation is pursued.

On micro level, further intermediaries are the *management and teaching personnel in public and private TVET training providers as well as instructors in enterprises.* As per NSIS Survey 2014-15, TVET services are offered through 3,581 public and private training institutes. Around 1,177 of these are public sector TVET institutes.

Local Non-Governmental Organizations (NGOs) and Civil Society Organizations (CSOs) play role in poverty alleviation and improved living through skills development but their contribution is relatively small and is limited to the informal sector.

1.4 Other available information

A number of donors are active in the TVET sector in Pakistan:

- *Germany and Norway* are also funding the EU TVET programme supporting the overall TVET reform. This is the only programme assisting the federal and provincial governments in a systemic way;
- *The World Bank* is implementing a TVET project in Sindh, which focuses on the development of CBT programmes with Sindh TEVTA (S-TEVTA). The Bank also has a 5year skills project for Punjab that aims to provide about USD 45 million of budgetary support (with additional USD 5 million as Technical Assistance (TA) and is directly working with the Industries department in Punjab;
- *The Department for International Development (DFID*) of the UK, in partnership with the Government of Punjab (GoP), is working in Punjab on a six year project with £63 million. In this project, DFID will work across all 36 districts of Punjab with £59 million (GoP has committed to match DFID's investment). The majority of these funds will support the training of poor and vulnerable across Punjab. World Bank, DFID and GIZ are closely coordinating all cooperation to ensure synergies. From the remaining £4 million, half will

be spent on TA and the remaining are shared with the World Bank as a contribution to the progress of specific Disbursement Linked Indicators (DLIs) jointly identified. To avoid duplication, DFID's support will not work in areas such as teacher training, CBT, assessment and capacity enhancement of training providers, which is already covered by other development partners and, in particular, TVET III programme;

- *International Labour Organization's (ILO)* supports governance of management of labour migration and Pakistan's efforts to apply 12 of the 34 ratified related conventions;
- *Japan International Cooperation Agency (JICA)* is providing sector specific support and is linking its industrial and TVET programmes. Its current support, foreseen to finish in 2023, is focused on the textile and construction sectors through funding three training institutes (in Islamabad, Lahore and Faisalabad). JICA plans in the future to replicate this model across Punjab and then in Sindh. It has also an ongoing project in border areas in KP focusing on vocational training for mechanics and electricians;
- *United States Agency for International Development (USAID)* has TVET integrated in various projects implemented at the provincial level in Punjab, Sindh and FATA. However, due to the changing priorities of the US Government, their future interventions are rather unclear;
- *Government of Italy,* in collaboration with GIZ, has been planning for a few years to provide skills training in agriculture sector with estimated budget of EUR 15 million;
- *The British Council*is provided TA to Sindh TEVTA to establish an employer representative body for the hospitality sector. In KP, it is working on performance management mechanism for over 2,000 teachers from 71 institutions. Recently they have worked with NAVTTC to organize the National Skills Competition and provincial and federal level.

2. DESCRIPTION OF THE EVALUATION ASSIGNMENT

Coverage	The whole programme
Geographic scope	Pakistan
Period to be evaluated	Part I- the entire period of the Action to date (Year 1)- 01 January 2017-31 March 2018 Part II- first half of the project (2.5 years)- 01 January 2017-30 June 2019

2.1 Purpose of the evaluation

Systematic and timely evaluation of its programmes and activities is an established priority[12] of the European Commission[13]. The focus of evaluations is on the assessment of achievements, the quality and the **results[14]** of Actions in the context of an evolving cooperation policy with an increasing emphasis on **result-oriented approaches**[15]. From this perspective, evaluations should **look for evidence of why, whether or how these results are linked to the EU intervention** and seek **to identify the factors driving or hindering progress**.

[12] *COM(2013) 686 final "Strengthening the foundations of Smart Regulation – improving evaluation" - http://ec.europa.eu/smartregulation/docs/com_2013_686_en.pdf; EU Financial regulation (art 27); Regulation (EC) No 1905/200; Regulation (EC) No 1889/2006; Regulation (EC) No 1638/2006; Regulation (EC) No 1717/2006; Council Regulation (EC) No 215/2008*

[13] *SEC (2007)213 "Responding to Strategic Needs: Reinforcing the use of evaluation", http://ec.europa.eu/smartregulation/evaluation/docs/eval_comm_sec_2007_213_en.pdf ; SWD (2015)111 "Better Regulation Guidelines", http://ec.europa.eu/smart-regulation/guidelines/docs/swd_br_guidelines_en.pdf*

[14] *Reference is made to the entire results chain, covering outputs, outcomes and impacts. Cfr. Regulation (EU) No 236/2014 "Laying down common rules and procedures for the implementation of the Union's instruments for financing external action" - https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/financial_assistance/ipa/2014/236-2014_cir.pdf.*

[15] *COM (2011) 637 final "Increasing the impact of EU Development Policy: an Agenda for Change" - http://www.europarl.europa.eu/meetdocs/2009_2014/documents/acp/dv/communication_/communication_en.pdf*

Evaluations should provide an understanding of the **cause and effects links** between inputs and activities, and outputs, outcomes and impacts. Evaluations should serve accountability, decision making, learning and management purposes.

The main objectives of this evaluation are to provide the relevant services of the European Union, the interested stakeholders with:

- An overall independent assessment of the past performance of the "Supporting TVET sector in Pakistan (TVET III)" project, paying particular attention to its 'intermediate' results measured against its objectives;
- Key lessons and recommendations in order to improve current and future Actions.

In particular, this evaluation will serve to assess the performance of TVET III after the first year of its completion (part I of the evaluation) and then after the completion of half of its implementation duration (part II of the evaluation). Part I of the evaluation will focus more on the effectiveness of the planned activities in terms of achieving the project outputs and outcome. Therefore, if certain activities are not delivering the expected outputs, the evaluation is expected to suggest alternate/ more effective means to carry out those activates and thus fine tune the action plan for the project.

Part II will be the mid-term evaluation of the project and will focus in more detail on all the five evaluation criteria (relevance, efficiency, effectiveness, sustainability and early signs of impact) and will assess the project in terms of achieving its expected results. Therefore, this evaluation is expected to assess the overall performance of the project and suggest if there is a need to make any significant changes to help the project achieve its expected results.

The main users of this evaluation will be the EU Delegation Pakistan, implementing partner (GIZ) and all the key stakeholders of the project at federal and provincial level from public and private sector (NAVTTC, TEVTAs, Training Institutes, TTB/BTE, sector associations, etc.). Other EU Delegations working on TVET projects in other countries may also get benefit from the findings of this evaluation.

2.2 Requested services

2.2.1 Scope of the evaluation

The evaluation will assess the Action using the five standard DAC evaluation criteria, namely: relevance, effectiveness, efficiency, sustainability and early signs of impact. In addition, the evaluation will assess two EU specific evaluation criteria:

- The EU added value (the extent to which the Action adds benefits to what would have resulted from Member States' interventions only);
- The coherence of the Action itself, with the EU strategy in Pakistan and with other EU policies and Member State Actions, and other donors particularly the World Bank and DFID.

The evaluation team shall furthermore consider whether the following cross-cutting issues: gender equality and good governance were taken into account in the identification/formulation documents and the extent to which they have been reflected in the implementation of the Action and its monitoring. In particular gender should be analysed as more than a cross cutting issue.

The Evaluation Questions as formulated below are indicative. Based on them and following initial consultations and documental analysis, the evaluation team will propose in their Inception Report a complete and finalised set of Evaluation Questions with indication of

specific Judgement Criteria and Indicators, as well as the relevant data collection sources and tools[16].

Once agreed with the approval of the Inception Report, the Evaluation Questions will become contractually binding.

2.2.2 Indicative Evaluation Questions

An indicative list of Evaluation Questions is presented hereafter. The contractor is expected to critically reflect on them during the Inception phase, discuss them with the Project Manager[17] and propose a final version for approval in their Inception Report.

2.2.2.1 Problems and needs (Relevance)

The extent to which the objectives of the development intervention (projects/ programme) are consistent with beneficiaries' requirements, country needs, global priorities and partners' and EC's policies.

The analysis of relevance will focus on the following questions in relation to the design of the project:

- The extent to which the project has been consistent with, and supportive of, the policy and programme framework within which the project is placed, in particular the EC's Country Strategy Paper and Pakistan's development policy and TVET Policy;
- The extent to which the project has been supportive of the Sustainable Development Goals (SDGs) i.e., in particular Goal 8:
  - the quality of the analyses of lessons learnt from past experience, and of sustainability issues;
  - the project's coherence with current/on-going initiatives in TVET sector;
  - the quality of the problem analysis and the project's intervention logic and logical framework matrix, appropriateness of the objectively verifiable indicators of achievement;
  - the extent to which stated objectives correctly address the identified problems and social needs, clarity and internal consistency of the stated objectives;
  - the extent to which the nature of the problems originally identified have changed;
  - the extent to which objectives have been updated in order to adapt to changes in the context;
  - the degree of flexibility and adaptability to facilitate rapid responses to changes in circumstances;
  - the quality of the identification of key stakeholders and target groups (including gender analysis and analysis of vulnerable groups) and of institutional capacity issues;
  - the stakeholder participation in the design and in the management/implementation of the project, the level of local ownership, absorption and implementation capacity;
  - the quality of the analysis of strategic options, of the justification of the recommended implementation strategy, and of management and coordination arrangements;
  - the realism in the choice and quantity of inputs (financial, human and administrative resources);
  - the analysis of assumptions, risks and mitigation measures;
  - the appropriateness of the recommended monitoring and evaluation arrangements.

[16] *Please note that as mentioned on page 8, this evaluation has two parts. Each part will have its inception phase. For each part, the evaluation questions will be reviewed and finalised during the inception phase.*
[17] *The Project Manager is the staff of the Contracting Authority managing the evaluation contract.*

2.2.2.2 Achievement of purpose (Effectiveness)

The effectiveness criterion, concerns how far the project's results were attained, and the project's specific objective(s) achieved, or are expected to be achieved.

The analysis of Effectiveness will therefore focus on such issues as:

- Whether the planned benefits are being delivered and received, as perceived by all key stakeholders (including women and men and specific vulnerable groups);
- Whether governance and management structures facilitate good results and efficient delivery:
  - whether intended beneficiaries participated in the intervention;
  - whether behavioural patterns have changed in the beneficiary organisations or groups at various levels; and how far the changed institutional arrangements and characteristics have produced the planned improvements (e.g. in communications, productivity, ability to generate actions which lead to economic and social development);
  - if the assumptions and risk assessments at results level turned out to be inadequate or invalid, or unforeseen external factors intervened, how flexibly management has adapted to ensure that the results would still achieve the purpose; and how well has it been supported in this by key stakeholders including Government, Commission (HQ and locally), etc.;
  - whether the balance of responsibilities between the various stakeholders was appropriate, which accompanying measures have been taken by the partner authorities;
  - how unintended results have affected the benefits received positively or negatively and could have been foreseen and managed.;
  - whether any shortcomings were due to a failure to take account of cross-cutting or over-arching issues such as gender, environment and poverty during implementation.

2.2.2.3 Sound management and value for money (Efficiency)

The efficiency criterion concerns how well the various activities transformed the available resources into the intended results, in terms of quantity, quality and timeliness. Comparison should be made against what was planned.

The assessment of Efficiency will therefore focus on such issues as:

- The quality of day-to-day management, for example in:
  - operational work planning and implementation (input delivery, activity management and delivery of outputs), and management of the budget (including cost control and whether an inadequate budget was a factor);
  - management of personnel, information, property, etc.;
  - whether management of risk has been adequate, i.e. whether flexibility has been demonstrated in response to changes in circumstances;
  - relations/coordination with local authorities, institutions, beneficiaries, other donors;
  - the quality of information management and reporting, and the extent to which key stakeholders have been kept adequately informed of project activities (including beneficiaries/target groups);
  - the status of project implementation and respect for deadlines.
- Extent to which the costs of the project have been justified by the benefits whether or not expressed in monetary terms in comparison with similar projects or known alternative approaches, taking account of contextual differences and eliminating market distortions;
- Partner country contributions from local institutions and government (e.g., offices, experts, reports, tax exemption), target beneficiaries and other local parties: have they been provided as planned?
- Technical assistance: how well did it help to provide appropriate solutions and develop local capacities to define and produce results?

- Quality of monitoring: its existence (or not), accuracy and flexibility, and the use made of it; adequacy of baseline information;
- Did any unplanned outputs arise from the activities so far?

2.2.2.4 Achievement of wider effects (Impact)

The term impact denotes the relationship between the project's specific and overall objectives. At Impact level the evaluation will make an analysis of the following aspects:

- Extent to which the objectives of the project are being achieved as intended in the project planned overall objective;
- The benefits and preliminary impact on target groups.

2.2.2.5 Likely continuation of achieved results (Sustainability)

The sustainability criterion relates to whether the positive outcomes of the project and the flow of benefits are likely to continue after external funding ends or non-funding support interventions (such as: policy dialogue, coordination).

The evaluation will make an assessment of the prospects for the sustainability of benefits on basis of the following issues:

- The ownership of objectives and achievements, e.g. how far all stakeholders were consulted on the objectives from the outset, and whether they agreed with them and continue to remain in agreement;
  - policy support and the responsibility of the beneficiary institutions, e.g. how far donor policy and national policy are corresponding, the potential effects of any policy changes; how far the relevant national, sectoral and budgetary policies and priorities are affecting the project positively or adversely; and the level of support from governmental, public, business and civil society organizations;
  - institutional capacity, e.g. of the Government (e.g. through policy and budgetary support) and counterpart institutions; the extent to which the project is embedded in local institutional structures; if it involved creating a new institution, how far good relations with existing institutions have been established; whether the institution appears likely to be capable of continuing the flow of benefits after the project ends (is it well-led, with adequate and trained staff, sufficient budget and equipment?); whether counterparts have been properly prepared for taking over, technically, financially and managerially;
  - socio-cultural factors, e.g. whether the project is in tune with local perceptions of needs and of ways of producing and sharing benefits; whether it respects local power-structures, status systems and beliefs, and if it sought to change any of those, how well-accepted are the changes both by the target group and by others; how well it is based on an analysis of such factors, including target group/ beneficiary participation in design and implementation; and the quality of relations between the external project staff and local stakeholders;
  - financial sustainability, e.g. whether the products or services being provided are affordable for the intended beneficiaries and are likely to remain so after funding will end; whether enough funds are available to cover all costs (including recurrent costs), and continue to do so after funding will end; and economic sustainability, i.e. how well do the benefits (returns) compare to those on similar undertakings once market distortions are eliminated;
  - technical (technology) issues, e.g. whether (i) the technology, knowledge, process or service introduced or provided fits in with existing needs, skills or knowledge; (ii) alternative technologies are being considered, where possible; and (iii) the degree in which the beneficiaries have been able to adapt to and maintain the technology acquired without further assistance;
  - wherever relevant, cross-cutting issues such as gender equity and good governance; were appropriately accounted for and managed from the outset of the project.

2.2.2.6 Mutual reinforcement (Coherence)

The extent to which activities undertaken allow the European Commission to achieve its development policy objectives without internal contradiction or without contradiction with other policies. Extent to which they complement partner country's policies and other donors' interventions.

Considering other related activities undertaken by Government or other donors, at the same level or at a higher level:

- Likeliness that results and impacts will mutually reinforce one another;
- Likeliness that results and impacts will duplicate or conflict with one another.

Connection to higher level policies (Coherence)
Extent to which the project/programme (its objectives, targeted beneficiaries, timing, etc.):

- Is likely to contribute to / contradict other EC policies;
- Is in line with evolving strategies of the EC and its partners.

2.2.2.7 EC value added

Connection to the interventions of Member States. Extent to which the project (its objectives, targeted beneficiaries, timing, etc.):

- Is complementary to the intervention of EU Member States in the country;
- Is co-ordinated with the intervention of EU Member States in the country;
- Is creating actual synergy (or duplication) with the intervention of EU Member States;
- Involves concerted efforts by EU Member States and the EC to optimise synergies and avoid duplication.

2.3 Phases of the evaluation and required deliverables

The evaluation process (for part I and part II) will be carried out in three phases: a Desk Phase and an Inception Phase, a Field Phase, and a Synthesis Phase. Deliverables in the form of reports and slide presentations should be submitted at the end of the corresponding phases as specified in the synoptic table below.

The submission of deliverables by the selected contractor will be performed through their uploading in the EVAL Module, an evaluation process management tool of the European Commission; the selected consultant will have access to online guidance in order to operate with the module.

2.3.1 Synoptic table

The following table presents an overview of the key activities to be conducted during each phase (not necessarily in chronological order) and lists the deliverables to be produced by the team, including the key meetings with the Contracting Authority and the Reference Group. The main content of each deliverable is described in Chapter 5.

Phases of the evaluation	Key activities	Deliverables and *meetings*
Desk Phase and Inception Phase (indicatively 5 working days)	▪ Initial document/data collection and definition of methods of analysis ▪ Background analysis ▪ In-depth document analysis (focused on the Evaluation Questions) ▪ Interviews with GIZ and EU task manager ▪ Reconstruction of Intervention Logic (if required), incl. objectives, specific features and target beneficiaries ▪ Identification of information gaps and of hypotheses to be tested in the field phase ▪ Methodological design of the field phase	▪ Kick-off meeting [face-to-face] ▪ Inception report ▪ Slide presentation of inception report ▪ Meeting with Reference Group
Field Phase (min 18 working days)	▪ Initial meetings at country level and provincial level with NAVTTC, Ministry of Federal Education and Professional Training and other TVET bodies working at the Federal level (NISTE etc.), TEVTAs, STI, TTB, BTE, private sector associations, Chambers of Commerce etc. ▪ Gathering of primary evidence with the use of interviews, focus groups, etc. and other most appropriate techniques Data collection and analysis ▪ Organisation of the final presentation seminar	▪ Slide Presentation Meeting/ Debriefing with the Reference Group and with the ▪ EUD ▪ Final presentation seminar
Synthesis Phase (indicatively 07 working days)	▪ Final analysis of findings (with focus on the Evaluation Questions) ▪ Formulation of the overall assessment, conclusions and recommendations	▪ Draft Final Report ▪ Executive Summary ▪ Final Report

2.3.2 Desk phase and Inception Phase

The phase will start with initial background study, to be conducted by the evaluators from home. It will then continue with a kick-off session in EU Delegation Office in Islamabad between the Reference Group and the evaluators. Half-day presence of evaluators is required. The meeting has the purpose to arrive at a clear and shared understanding of the scope of the evaluation, its limitations and feasibility.

In the Inception phase and desk phase, the relevant documents will be reviewed (see annex II). The desk phase aims at conducting most of the documental analysis needed for carrying out the evaluation. The analysis of the relevant documents shall be systematic and reflect the methodology developed and approved during the Inception Phase.

Selected interviews with the project management can be conducted during this phase as to support the analysis of secondary sources.
Further to a first desk review of the political, institutional and technical/cooperation framework of EU support to the TVET sector, if need be, the evaluation team, in consultation with the Project Manager, will reconstruct the Intervention Logic of the Action to be evaluated.

Based on the Intervention Logic the evaluators will finalise the evaluation methodology, the Evaluation Questions, the definition of judgement criteria and indicators, the selection of data collection tools and sources, and the planning of the following phases including the list of people to be interviewed, dates and itinerary of visits, and attribution of tasks within the team. They will also summarise their approach in an Evaluation Design Matrix, which will be included in the Inception Report.

The limitations faced or to be faced during the evaluation exercise will be discussed and mitigation measures defined. Finally, the work plan for the overall evaluation process will be presented and agreed in this phase; this work plan shall be in line with that proposed in the present ToR. Any modifications shall be justified and agreed with the Project Manager.

The activities to be conducted during this phase should allow for the provision of preliminary responses to each evaluation question, stating the information already gathered and its limitations. They should also identify the issues still to be covered and the preliminary hypotheses to be tested.

On the basis of the information collected, the evaluation team should prepare an **Inception Report**; its content is described in Chapter 5.
The evaluators will then present in Islamabad the **Inception Report** to the Reference Group.

2.3.3 Field Phase

The Field Phase starts after approval of the Inception Report by the Project Manager.
Field Phase aims at validating / changing the preliminary answers formulated during the Desk phase and bringing further information through primary research.
If any significant deviation from the agreed work plan or schedule is perceived as creating a risk for the quality of the evaluation, these elements are to be immediately discussed with the Project Manager.

In the first days of the field phase, the evaluators shall hold a briefing meeting with the project management, and local authorities and other relevant stakeholders.
During the field phase, the evaluators shall ensure adequate contact and consultation with, and involvement of the different stakeholders; with the relevant government authorities and agencies. Throughout the mission the evaluators shall use the most reliable and appropriate sources of information, respect the rights of individuals to provide information in confidence, and be sensitive to the beliefs and customs of local social and cultural environments.
At the end of the field phase, the evaluators shall summarise their work, analyse the reliability and coverage of data collection, and present preliminary findings (through a slide presentation[18]) in a meeting with the project management, the EU Delegation and the Reference Group.

After incorporating the comments received from the reference group, project management and EU delegation, the evaluators will present the final revised version of the preliminary findings through a seminar with the relevant stakeholders in Islamabad.

2.3.4 Synthesis Phase

This phase is devoted to the preparation of the Final Report and entails the analysis of the data collected during the desk and field phases to finalise the answers to the Evaluation Questions and prepare the overall assessment, conclusions and recommendations of the evaluation.

The evaluation team will present in a single Report plus Annexes their findings, conclusions and recommendations in accordance with the agreed structure (see Annex III); a separate Executive Summary will be produced as well.

The evaluation team will make sure that:

- Their assessments are objective and balanced, statements are accurate and evidence-based, and recommendations realistic;

[18] Its content is described in Chapter 5.

- When drafting the report, they will acknowledge clearly where changes in the desired direction are known to be already taking place.

The evaluators will deliver the **Draft Final Report** to the Reference Group to discuss the draft findings, conclusions and recommendations.

The Project Manager consolidates the comments expressed by the Reference Group members and sends them to the evaluation team for revision, together with a first version of the Quality Assessment Grid assessing the quality of the Draft Final Report. The content of the Quality Assessment Grid will be discussed with the evaluation team to verify if further improvements are required.

The evaluation team will then finalise the **Final Report** and prepare the **Executive Summary** by addressing the relevant comments. While potential quality issues, factual errors or methodological problems should be corrected, comments linked to diverging judgements may be either accepted or rejected. In the latter instance, the evaluation team should explain the reasons in writing.

2.4 Management and Steering of the evaluation

2.4.1 At the EU level

The evaluation is managed by the Project Manager Ms. Saadia Ainuddin, responsible for TVET III and this will be done with the assistance of a Reference Group consisting of members of EU Services [Delegation and Headquarter (B3)] and GIZ.

The Reference Group members' main functions are:

- To facilitate contacts between the evaluation team and the EU services and external stakeholders;
- To ensure that the evaluation team has access to and has consulted all relevant information sources and documents related to the Action;
- To define and validate the Evaluation Questions;
- To discuss and comment on notes and reports delivered by the evaluation team. Comments by individual group members are compiled into a single document by the Project Manager and subsequently transmitted to the evaluation team;
- To assist in feedback on the findings, conclusions, lessons and recommendations from the evaluation;
- To support the development of a proper follow-up action plan after completion of the evaluation.

2.4.2 At the Contractor level

The contractor is expected to oversee the quality of the process, the evaluation design, the inputs and the deliverables of the evaluation. In particular, it shall:

- Support the Team Leader in its role, mainly from a team management perspective. In this regard, the contractor should make sure that for each evaluation phase specific tasks and deliverables for each team member are clearly defined;
- Provide backstopping and quality control of the evaluation team’s work throughout the assignment.

2.5 Language of the specific contract

The language of the specific contract is to be English.

3. EXPERTISE REQUIRED AND ORGANISATION AND METHDOLOGY

3.1 Number of requested experts per category and number of working days per expert or per category

The services of two Category I experts will be required for this evaluation. For each of part I and part II, an indicative total of minimum 30 working days per expert will be required. Therefore, the overall indicative input of the assignment is indicatively estimated at total 120 working days (excluding weekends).

3.2 Expertise required

A team of two key experts is required.

One member of the evaluation team will be appointed as Team Leader. The Team Leader will be responsible for overall project implementation, coordination and supervision of the entire evaluation team during the annual evaluation missions; s/he shall be based in Islamabad, with missions in the rest of the country, notably in Sindh, Balochistan, Punjab, Khyber Pakhtunkhwa, AJK and Gilgit Baltistan. S/He will be entitled to work from home for a fraction of his/her time, to be defined in the Organisation & Methodology.

The Team Leader will be the primary point of contact for the EU Delegation and GIZ. The Team Leader will have a primary role in all the Expected Results. However, the level of involvement will depend upon his/her experience and that of the rest of the team and will be defined in the Organisation & Methodology to be proposed by the Contractor.

In the absence of the Team Leader, the deputy team leader (key expert II) will be responsible for overall project implementation, coordination and supervision of the contract. During the annual monitoring missions, s/he shall be based in Islamabad, with missions in the rest of the country, notably in Sindh, Balochistan, Punjab, Khyber Pakhtunkhwa, AJK and Gilgit Baltistan. S/He will be entitled to work from home for a fraction of his/her time, to be defined in the Organisation & Methodology.

The minimum requirements of the team of key experts for this contract are as follows.

Minimum requirements of the team

Both experts should have:

- A relevant University degree at least at Master's level or equivalent specific professional experience of at least thirteen years (in addition to the general professional experience indicated below).

At least one member of the team should have:

- At least twelve years solid and diversified experience of working in the area of skills development and human resource development/ economic development in particular in the TVET sector (CBT, NVQF, accreditation, assessment, public private partnership (PPP)) including experience of evaluating TVET projects preferably in Asia;
- At least twelve years solid and diversified experience of working in project and programme evaluation and should be well versed in evaluation methods and techniques;
- At least ten years professional experience of working in Asia, preferably in South Asia (Afghanistan, Bangladesh, Bhutan, India, Maldives, Pakistan, Sri Lanka);
- At least 5 years' experience in Systemic Approaches to institutional (& organisational) development, reform, capacity building and change processes in the TVET sector in developing countries;
- Experience of implementing and/or evaluating at least 5 TVET projects and 3 should be EU funded;

- Experience of evaluating at least 5 EU funded projects;
- Post graduate studies and/or specific training in subjects related to the assignment under this contract (TVET and Evaluation);
- Professional experience in volatile environments.

Language skills of the team:

- Both experts should have full working knowledge of English, excellent report writing skills, good commination, adoptability and social awareness;
- At least one member of the team should have good command over Urdu.

All experts must be independent and free from conflicts of interest in the responsibilities they take on.

3.3 Presence of management team for briefing and/or debriefing

The presence of member(s) of the management team is not required for briefing or debriefing purposes.

3.4 Specific Organisation and Methodology (Technical offer)

A methodology (max 20 pages) is required in the Technical Offer. Evaluation grid for evaluating technical offer is attached as annex to these Terms of Reference. The contractor is free to propose any change of repartition of workload/number of days, as long as duly substantiated in the methodology. Given the extent and detail of requested evaluation, the contractor is expected to adequately explain the methodological approach for addressing these.

Organisation and methodology that mainly copies the terms of reference will not be considered sufficient. Rather it will generate negative marking while evaluating the offer.

4. LOCATION AND DURATION

4.1 Starting period

Provisional start of the assignment: Indicatively April 2018

4.2 Foreseen duration

Maximum duration of the assignment: 120 calendar days (04 months for each of the two parts (part I and part II) (including time for finalising the final report).
It is assumed that the consultants will work on the basis of a five-day week but can be adjusted as deemed appropriate by either side.

4.3 Planning[19]

As part of the technical offer, the framework contractor must fill-in the timetable in the Annex IV [(to be finalised in the Inception Report)]. The 'Indicative dates' are not to be formulated as fixed dates but rather as days (or weeks, or months) from the beginning of the assignment.
Attention is drawn to the fact that sufficient forward planning is needed in order to ensure active participation and consultation with government representatives and national stakeholders.

4.4 Location(s) of assignment

The assignment will take place in Islamabad, with field visits in all the four provinces (Punjab, Sindh, Balochistan and KP) and three regions (AJK, Gilgit Baltistan and FATA). The 'Indicative dates' are not to be formulated as fixed dates but rather as days from the beginning of the assignment.

Attention is drawn to the fact that sufficient forward planning is needed in order to ensure active participation and consultation with government representatives and national stakeholders. This

[19] *including the period for notification for placement of the staff as per art 16.4 a)*

is also important because for some of the restricted areas, request for No Objection Certificates (NOCs) are to be made to the Government of Pakistan at least 8 weeks in advance.

5. REPORTING

5.1 Content, timing and submission

The reports must match quality standards. The text of the report should be illustrated, as appropriate, with maps, graphs and tables; a map of the area(s) of Action is required (to be attached as Annex).

The evaluation team will submit the following reports:

	Number of Pages *(excluding annexes)*	Main Content	Timing for submission
Inception Report	15-20 pages	▪ Intervention logic (if required) ▪ Methodology for the evaluation ▪ Evaluation Questions, judgement criteria and indicators ▪ Evaluation Matrix ▪ Data analysis and collection methods ▪ Work plan ▪ Stakeholder map ▪ Consultation strategy ▪ Field visit approach [including the criteria to select the field visits] ▪ Analysis of risks and of mitigating measures ▪ Preliminary answer to each Evaluation ▪ Question, with indication of the limitations of the available information ▪ Issues still to be covered and assumptions to be tested	End of Inception Phase and Desk Phase
	Number of Pages *(excluding annexes)*	**Main Content**	**Timing for submission**
Draft Final Report	max 50 pages	**Cf. detailed structure in Annex III**	End of Synthesis Phase
Executive Summary	max 5 pages	**Cf. detailed structure in Annex III**	1 week after having received comments to the Draft Final Report
Final report	50 pages	Same specifications as of the Draft Final Report, incorporating any comments received from the concerned parties on the draft report that have been accepted	2 weeks after having received comments to the Draft Final Report

5.2 Comments

For each report, the Project Manager will submit comments within 03 calendar days for inception report and 30 calendar days for draft final report. The revised reports incorporating

comments received from the Reference Group shall be submitted within two [2] calendar days (for inception report) and 14 calendar days (for final report) from the date of receipt of the comments. The evaluation team should provide a separate document explaining how and where comments have been integrated or the reason for non-integration of certain comments.

5.3 Language

All reports shall be submitted in English.

5.4 Number of copies

The final version of the Final Report will be provided in 03 paper copies and in electronic version in both MS Word and PDF formats.

5.5 Formatting of reports

All reports will be produced using Font Arial or Times New Roman minimum 11 and 12 respectively, single spacing. Printing should be two sided for the final report.

6. INCIDENTAL EXPENDITURE

Incidental expenditure covers the following:

- International flights;
- Internal flights;
- Car rental;
- Per diem;
- Security cost can be accepted as reimbursable if all these costs have been specified in the offer. The delegation however maintains the right to only partially accept the proposed security costs before signature of the contract, after discussion with the contractor. Furthermore it is clear that the available amount as communicated in the RfS (Request for Service) will remain the same.

The local taxes upon eligible incidental expenditure incurred under the Specific Contract shall be reimbursed in full.
No expenditure verification report is expected under this assignment.

7. MONITORING AND EVALUATION

The quality of the final report will be assessed by the Project Manager using the quality assessment grid provided in Annex V, which is a tool to review the quality of the Draft and the Final report. Its compilation will support/inform the Performance Assessment required in CRIS, in particular with reference to the third criterion 'Quality of Service' (and should the score be 2 or 3 a synthesis of the QAG comments can be pasted in the Comment box of the Performance Assessment).

8. ANNEXES

Annex 1: Specific Technical Evaluation Criteria

SPECIFIC TECHNICAL EVALUATION CRITERIA
[Request for Services n. …….]
FWC BENEFICIARIES 2013 - LOT 9-Culture, Education, Employment and Social
EuropeAid/132633/C/SER/multi

1. TECHNICAL EVALUATION CRITERIA
The Contracting Authority selects the offer with the best value for money using an 80/20 weighing between technical quality and price. Technical quality is evaluated on the basis of the following grid:

Criteria	Maximum
Total score for Organisation and Methodology (max 10 pages)	*40*
Understanding of ToR and the aim of the services to be provided	10
Overall methodological approach, quality control approach, appropriate mix of tools and estimate of difficulties and challenges	25
Organization of tasks including timetable	05
Total score for the proposed team of experts	*60*
TEAM LEADER	*30*
EXPERT 2	*30*
OVERALL TOTAL SCORE	*100*

2. TECHNICAL THRESHOLD
Any offer falling short of the technical threshold of 80 out of 100 points, will be automatically rejected.

3. INTERVIEWS DURING THE EVALUATION OF THE OFFERS
No interview foreseen but possible if necessity arises.

Annex 2: Information that will be provided to the evaluation team

- Country Strategy Paper for Pakistan and Indicative Programmes (and equivalent) for the periods covered
- Relevant national / sector policies and plans from National and Local partners and other donors
- Action identification studies
- Action feasibility / formulation studies
- Action financing agreement and addenda
- Action's quarterly and annual progress reports
- Other external and internal monitoring reports of the Action
- Relevant documentation from national/local partners and other donors
- Any other relevant document

Note: The evaluation team has to identify and obtain any other document worth analysing, through independent research and during interviews with relevant informed parties and stakeholders of the Action.

Annex 3: Structure of the Final Report and of the Executive Summary

The consultant is requested to deliver two distinct documents: the Final Report and the Executive Summary.

The Final Report should not be longer than the number of pages indicated in Chapter 5. Additional information on the overall context of the Action, description of methodology and analysis of findings should be reported in an Annex to the main text.

The cover page of both deliverables shall carry the following text:
''*This evaluation is supported and guided by the European Commission and presented by [name of consulting firm]. The report does not necessarily reflect the views and opinions of the European Commission*''.

Executive Summary
A tightly-drafted, to-the-point and free-standing Executive Summary. It should be short, no more than five pages. It should focus on the key purpose or issues of the evaluation, outline the main analytical points, and clearly indicate the main conclusions, lessons to be learned and specific recommendations.

The main sections of the evaluation report shall be as follows:

1. Introduction	A description of the Action, of the relevant country/region/sector background and of the evaluation, providing the reader with sufficient methodological explanations to gauge the credibility of the conclusions and to acknowledge limitations or weaknesses, where relevant.
2. Answered questions / Findings	A chapter presenting the Evaluation Questions and conclusive answers, together with evidence and reasoning.
3. Overall assessment *(optional)*	A chapter synthesising all answers to Evaluation Questions into an overall assessment of the Action. The detailed structure of the overall assessment should be refined during the evaluation process. The relevant chapter has to articulate all the findings, conclusions and lessons in a way that reflects their importance and facilitates the reading. The structure should not follow the Evaluation Questions, the logical framework or the evaluation criteria.
4. Conclusions and Recommendations	

4.1 Conclusions

This chapter contains the conclusions of the evaluation, organised per evaluation criterion.
A paragraph or sub-chapter should pick up the 3 or 4 major conclusions organised by order of importance, while avoiding being repetitive. This practice allows better communication of the evaluation messages that are addressed to the Commission.
If possible, the evaluation report identifies one or more transferable lessons, which are highlighted in the executive summary and can be presented in appropriate seminars or other dissemination activities.

4.2 Recommendations

They are intended to improve or reform the Action in the framework of the cycle under way, or to prepare the design of a new Action for the next cycle.
Recommendations must be clustered and prioritised, carefully targeted to the appropriate audiences at all levels, especially within the Commission structure.

5. Annexes to the report

The report should include the following annexes:

- The Terms of Reference of the evaluation.
- The names of the evaluators and their companies (CVs should be shown, but summarised and limited to one page per person).
- Detailed evaluation methodology including: options taken, difficulties encountered and limitations.
- Detail of tools and analyses.
- Evaluation Matrix.
- Intervention logic / Logical Framework matrices (planned/real and improved/updated).
- Relevant geographic map(s) where the Action took place.
- List of persons/organisations consulted.
- Literature and documentation consulted.
- Other technical annexes (e.g. statistical analyses, tables of contents and figures, matrix of evidence, databases) as relevant.
- Detailed answer to the Evaluation Questions, judgement criteria and indicators.

Annex 4: Structure of the Final Report and of the Executive Summary

		Indicative Duration in working days[20]		
Activity	**Location**	**Team Leader**	**Expert …**	**Indicative Dates**
Inception phase: total days				
Desk phase: total days				
Field phase: total days				
Synthesis phase: total days				
Dissemination phase: total days				
TOTAL working days (maximum)				

[20] Add one column per each expert

Annex 5: Quality assessment grid

The quality of the Final Report will be assessed by the Project Manager using the following quality assessment grid; the grid will be shared with the evaluation team. The rates have the following meaning:

- *Very weak* – criteria mostly not fulfilled
- *Weak* – criteria partly fulfilled
- *Average* – criteria mostly fulfilled but not up to expectations
- *Good* – criteria entirely fulfilled as expected
- *Very good* – criteria entirely fulfilled in a clear and original way

In relation to the criteria and sub-criteria below, the evaluation report is rated as:	***Rating***
1. Meeting needs:	
Does the report describe precisely what is to be evaluated, including the intervention logic? Does the report cover the requested period, and clearly includes the target groups and socio-geographical areas linked to the project / programme? Has the evolution of the project / programme been taken into account in the evaluation process? Does the evaluation deal with and respond to all ToR requests? If not, are justifications given?	
2. Appropriateness of the design:	
Does the report explain how the evaluation design takes into account the project / programme rationale, cause-effect relationships, impacts, policy context, stakeholders' interests, etc.? Is the evaluation method clearly and adequately described in enough detail? Are there well-defined indicators selected in order to provide evidence about the project / programme and its context? Does the report point out the limitations, risks and potential biases associated with the evaluation method?	
3. Reliability of the data:	
Is the data collection approach explained and is it coherent with the overall evaluation design? Have data collection limitations and biases been explained and discussed? Are the sources of information clearly identified in the report? Are the data collection tools (samples, focus groups, etc.) applied in accordance with standards? Have the collected data been cross-checked?	
4. Soundness of the analysis:	
Is the analysis based on the collected data? Does the analysis focus well on the most relevant cause/effect assumptions underlying the intervention logic? Is the context taken into account adequately in the analysis? Are inputs from the most important stakeholders used in a balanced way? Are the limitations of the analysis identified, discussed and presented in the report, as well as the contradictions with available knowledge, if there are any?	
5. Credibility of the findings:	
Are the findings derived from the qualitative and quantitative data and analyses? Is there a discussion whether the findings can be generalised? Are interpretations and extrapolations justified and supported by sound arguments?	
6. Validity of the conclusions:	
Are the conclusions coherent and logically linked to the findings? Does the report draw overall conclusions on each of the five DAC criteria? Are conclusions free of personal or partisan considerations?	
7. Usefulness of the recommendations:	
Are the recommendations consistent with the conclusions? Are recommendations operational, realistic and sufficiently explicit to provide guidelines for taking action? Are the recommendations drafted for the different target stakeholders of the evaluation?	

When necessary, have the recommendations been clustered and prioritised?	
8. Clarity of the report:	
Does the report include a relevant and concise executive summary? Is the report well-structured and adapted to its various audiences? Are specialised concepts clearly defined and not used more than necessary? Is there a list of acronyms? Is the length of the various chapters and annexes well balanced?	
Considering the 8 previous criteria what is the overall quality of the report?	

Comments on meeting needs (1):
Comments on appropriateness of the design (2):
Comments on reliability of the data (3):
Comments on soundness of the analysis (4):
Comments on credibility of the findings (5):
Comments on validity of the conclusions (6):
Comments on usefulness of the recommendations (7):
Comments on clarity of the report (8):
Comments on the overall quality of the report

Table 1: Evaluation Matrix

1. Relevance

Evaluation Question 1.1	The extent to which the project has been consistent with, and supportive of, the current policy and project framework within which the Project is placed, the EC's Multi-annual indicative programme (MIP) for Pakistan for 2014-2020, new EU Consensus on Development, localized SDGs and Pakistan's Vision 2025, National Skills Strategy and TVET Policy.	
Initial Findings	a. The project objectives are in line with SDGs 4 and 8 b. The project context largely remains unchanged with respect to following key documents: c. The New European Consensus on Development. d. Pakistan national TVET Policy 2015 (revised by MoFEP and submitted to the Cabinet for approval) which has emphasis on business and industry engagement, teacher training and skills development for facilitating employment which are the major project provisions.	
	Sources	Tools
Sources of information and Tools (How)	▪ National Skills Strategy 2009 ▪ National TVET Policy 2015 and revised version yet to be approved ▪ Pakistan Vision 2025 ▪ Ministry of Planning's view on Pakistan SDG ▪ New European Consensus on Development 2017 ▪ Multi-annual indicative programme (MIP) for Pakistan for 2014-2020	▪ Desk review will be done for analyses of policy and plan provisions ▪ It will be supplemented by interviews with key stakeholders including MoFEPT on policies and future direction

Evaluation Question 1.2	The extent to which the project objectives, intervention logic, interventions and indicators are relevant to the TVET governance and training system related problems.	
Initial Findings	The interventions relevant to TVET governance – BIAs participation, operationalizing NVQ including RPL, teachers and assessors preparation are in line with the identified problem. The skills training provisions are planned to address the problems identified. However, some changes in indicators may require review.	
	Sources	Tools
Sources of information and Tools (How)	▪ Progress reports ▪ Minutes ▪ Concept notes	▪ Desk review ▪ Interviews with TVET III team and relevant TVET and employment experts focusing on how further effectively training can be imparted and a model of

		employment oriented training process can be established.

2. Efficiency

Evaluation Question 2.1	How efficiently project deliveries are made in terms of time, financial and human resources?	
Initial Findings	a. While there is good progress in terms of timeline with some of the deliverables, there are delays with some milestones. Examples include delay in CBT&A development and implementation and teachers' preparation b. Specific example includes insufficient time estimated to complete assessment satisfactorily c. In view of additional resources, some indicators relevant to gender added or are changed in the log frame but no changes in overall project scope/outputs made d. Establishment of Component Sections/units to deal with major pillars of project and with allocation of more staff to provinces and institute level compared to the past which is a good sign	
	Sources	Tools
Sources of information and Tools (How)	▪ Progress reports ▪ NAVTTC and TEVTAs ▪ TVET III project team including the field staff ▪ Donors and EUD responsible officers	▪ Desk review of progress reports ▪ Interview ▪ FGD/meetings

Evaluation Question 2.2	Are the national and provincial TVET authorities and bodies involved in the project design and implementation? Have any changes been made in the approaches envisaged in the DoA? Do the original objectives still can be achieved?	
Initial Findings	a. NAVTTC and TEVTAs were consulted while designing project and were on board while detailing the project milestones b. Policy implementation plans are prepared under NAVTTC and TEVTAs leadership c. Participation of BIAs/employers in employers' fora, Sector Skills Councils and training planning d. TVET authorities and BIAs/ employers participate in deciding selection criteria of training providers and their actual selection e. COEs were proposed by NAVTTC vis-à-vis COCs as designed originally. In the DoA, preparation of Chief Master Trainers was planned at the federal level. Now the project plans their training in the Provincial CoEs parallel to the federal CoE (NTB)	
	Sources	Tools
Sources of information and Tools (How)	▪ Notifications, minutes ▪ Progress reports ▪ NAVTTC and TEVTAs	▪ Desk review ▪ FGDs and interviews ▪ Sample observation of proposed CoEs

	▪ TVET III project team including the field staff ▪ Donors and EUD responsible officer ▪ Sample CoEs such as NTB in Islamabad	

3. Effectiveness

Evaluation Question 3.1	To which extent the planned benefits are being delivered and received, as perceived by key stakeholders (including women and men). Are the qualifications developed based on industry needs?	
Initial Findings	a. Preliminary work including lobbying for increasing BIAs membership in TVET bodies in progress b. Two Sector Skills Councils were established. Reactivation of some IMCs and in some cases with increment of private sector membership c. Sector studies completed and shortlisting of occupations done with support from BIAs and ready to go for training. d. NVQF main document and manuals approved e. CBT&A packages development delayed and consequently the implementation f. CBT&A packages developed through consulting firm in the past and will be done through similar process; limited involvement of business and industry to ensure more involvement of BIAs need to be ensured g. No involvement of BIAs so far on teacher training which is necessary for workplace based exposure/training h. RPL managed at training institute, apparently no role of BIAs/employer i. For effective assessment, orientations required for RPL candidates to instill basic terminology	
	Sources	Tools
Sources of information and Tools (How)	▪ Sector study reports ▪ Inception and progress reports ▪ Notifications ▪ NAVTTC, TEVTAs, TTBs and BTEs ▪ RPL assessment reports and certified individuals	▪ Desk review ▪ Interview with NAVTTC ED ▪ FGD/interviews with NAVTTCs, TEVTAs, TTBs, BTEs and ▪ RPL resources persons and certified individuals

Evaluation Question 3.2	How effectively skills training was planned by productively engaging business and industry to ensure effective execution of training including workplace-based practices for males and females?
Initial Findings	a. BIAs/ employers engaged in: ▪ identification of sectors ▪ Shortlisting of trades very encouraging. b. BIAs working in team with NAVTTC to identify training providers c. Employers have entered into agreement with training institutes and TVET III to offer space for workplace based training. However, availability of such space also for females is unclear.

	d. Procurement contracts apparently do not include a provision for achieving/contributing towards employment target	
	Sources	Tools
Sources of information and Tools (How)	▪ Progress reports ▪ Minutes of employers' fora ▪ Records of training providers ▪ Agreement documents ▪ Review of procurement contracts ▪ BIAs/Employers ▪ NAVTTC and TEVTAs ▪ Training providers	▪ Desk review ▪ Interview and FGD and interview with employers' fora, institute personnel selected for training, individual employers who agreed for offering workplace based training ▪ Sample observation of training institutes ▪ Sample observation of workplace agreed to offer

Evaluation Question 3.3	How far are the key interventions being implemented as planned or there are changes in implementation modality. Do these changes still contribute to the project objectives?	
Initial Findings	a. Following changes are the initial findings in teacher training system development: - Changes in concept from Center of Competence to Center of Excellence (CoE) - Teacher training will be done in National Training Bureau in Islamabad and in CoEs and training institutes in provinces where both teacher training and student training are planned - Chief Master Trainers will be trained together with Master trainers in CoEs b. Teacher training preparations are slow than expected	
	Sources	Tools
Sources of information and Tools (How)	▪ NAVTTC, TEVTAs, TTBs and BTEs ▪ Inception Report and progress reports ▪ DoA	▪ Desk review ▪ Interview with NAVTTC ED ▪ FGD/interviews with NAVTTCs, TEVTAs, TTBs, BTEs and ▪ Teacher training institutes identified to be developed as 'CoEs'

4. Outcomes/ early signs of impact

Evaluation Question 4.1	How far the milestones such as policies, concept papers, CBTA packages, teachers and assessors training, RPL system have been notified, implemented. Are these being used or have indications of use by various stakeholders? Are evidences of changes in relevant stakeholders' practices and behavioral patterns available?

Initial Findings	a. Utilization of CBT&A by TVET stakeholders - TVET institutes in their other programs s such as PM Skills Development Program and their regular training; use by other donor funded Project s such as DFID and WB supported projects b. CBT trained teachers applying their skills back in institutes c. RPL managed by NAVTTC and has not been the responsibility of TTBs and BTEs d. There are evidences of prioritization of shortlisted trades for skills training e. NVQF registry registers trainees/graduate's database, and therefore, training providers, and domestic and overseas employers are reported to have used the Registry saving time of individual graduates and employers themselves. It is managed by NAVTTC in close support from TVET III.	
	Sources	Tools
Sources of information and Tools (How)	▪ Project progress report ▪ Minutes ▪ Notifications ▪ Projects and institutes using CBT&A packages ▪ RPL progress report and ▪ Institutes offering RPL examination services and assessors	▪ Desk review ▪ Interview with relevant projects (DFID and World Bank) ▪ FGD with CBT implementation institutes ▪ FGD/interview with QABs, RPL resource persons/assessors ▪ RPL certified personnel ▪ Observation of RPL assessment centers

5. Sustainability

Evaluation Question 5.1	Do the key stakeholders NAVTTC, TEVTAs, BIAs and training institutes take the ownership of the milestones achieved so far?	
Initial Findings	a. The NAVTTC leadership leads the steering committee of the project and provides overall guidance to the project team b. NAVTTC takes the ownership of outputs. For example, the Director Generals who the consultants met gave the impression that they are taking ownership of the CBT&A processes and COEs. Responses from stakeholders interviewed so far suggest that stakeholders are in agreement with the project milestones and process. However, there are existence of some different opinions also	
	Sources	Tools
Sources of information and Tools (How)	▪ Meeting minutes ▪ Notifications ▪ NAVTTC ▪ Proposed CoEs	▪ Desk review and ▪ FGDs and interviews ▪ Field observation

Evaluation Question 5.2	Are the milestones and process imbedded in the TVET institutions?	
Initial Findings	a. Lobbying are in place for increasing membership and some TEVTAs have increased BIAs involvement b. Plan to develop existing TVET institutes as CoE	
	Sources	Tools
Sources of information and Tools (How)	▪ Notifications related to private sector engagement in boards of TVET organizations ▪ Notifications HRD plans regarding teacher training ▪ Minutes of relevant TVET bodies ▪ Decision of NAVTTC to manage CoEs	▪ Desk review for provisions made in notifications ▪ FGD/ interviews with BIAs/employers and training institutes management and TVET bodies

6. Coherence

Evaluation Question 6.1	To what extent is there likelihood for the project's interventions such as CBT&A, teacher training and skills training reinforcing government's and donors' skills training Project s.	
Initial Findings	DFID and World Bank projects have also interest in working CBT methods. They are reportedly using the CBT packages developed by the project which indicates these interests and actions coherence to each other. Similar is the impression from NAVTTC managed Prime Minister's Youth Skills Development Project which also uses CBT packages.	
	Sources	Tools
Sources of information and Tools (How)	▪ Government notifications ▪ exchange of mails between TVET III and donor projects ▪ Minutes of meetings ▪ Relevant officials of DFID, World Bank and NAVTTCs' skills training project	▪ Desk review and ▪ FGD/ interviews with responsible officers in these initiatives

7. EC Value Addition

Evaluation Question 7	Extent to which the project contributes towards efforts by EU member states and helps EU to optimize synergies and avoid duplications.	
Initial Findings	Governments of Germany and Norway are providing co-funding support to TVET III. But whether similar other initiatives exist remains for further exploration.	
	Sources	Tools
Sources of information and Tools (How)	▪ Letters from Governments of Germany and Norway ▪ GIZ and EUD record of funding by Germany and Norway governments and any other	▪ Desk review and ▪ Interview with officials in relevant embassies

2.3 Sources of Data and Information, and Method of Collection

Data sources and collection tools used during field work for gathering responses against the evaluation questions are presented in Table 1. As indicated, sources of data and information included relevant documents – DoA, and agreement papers, the project progress reports, notifications, meeting minutes and responsible officials – EUD and TVET III officials, national and provincial TVET authorities, teacher training institutes, quality assurance bodies, training providers and private sector – Business and Industry Associations (BIAs) and individual employers. Where feasible, expert's interviews were done in cases of specialized areas such as CoEs, , teacher training and assessors training. Project MIS/database were other major sources of data and information. In order to document the data and information available, various tables had been prepared (Annex 6). Information about relevant notifications issued, development and implementation of CBT&A – competency standards, curriculum and TLM development, teachers and principals trainings in management and RPL was collected through these tables. As far as possible, data was collected reflecting gender and social inclusion issues. These data were later analysed and used for debriefing on conclusion of field Mission and preparing the final report.

The list of organizations and respondents for consultations during the field work was jointly prepared and presented in the Visits schedule. Meetings with respondents were held in the FGD mode. Evaluation questions were used to facilitate these meetings. However, in case of executives and senior management, one-to-one conversation/interview were held seeking their guidance and assessing their overall impression of the project in general and the evaluation questions in particular. Although, lead evaluator also understood Urdu, where needed, he was supported by the national evaluation team member.

In parallel to the field consultations, evaluators continued reviewing documents collected during various stakeholder meetings such as MoUs, meeting minutes and relevant progress documents. This allowed evaluators to further deepen their understanding on processes, and issues and challenges.

2.4 Work Plan

With inputs from the Reference Group, the draft work plan submitted with Inception Report was was fine tuned and is presented below as Table 2.

Table 2: The Work Plan

SN	Activities	April				May				June			
		W1	w2	w3	w4	W1	w2	w3	w4	W1	w2	w3	w4
1	Inception phase	x	x										
2	Field work		x	x	x	x	x						
3	Draft report						x	x					
4	Feedback on report								x				
5	Report finalization								x	x			

The details of field visit schedule together with stakeholders planned for consultations are presented in Annex 5.

2.5 Stakeholders Map

- Based on the desk review and preliminary discussion with EUD and project team following stakeholders were identified for consultation. Ministry of Federal Education and Professional Training (MoFEPT);
- National Vocational and Technical Training Commission (NAVTTC);
- Project Team in Islamabad and provinces/regions;
- Technical Education and Vocational Training Authorities (TEVTAs) and Directorates;
- National Training Bureau and National Institute of Science and Technical Education;
- Boards of Technical Education (BTEs) and Trade Testing Board (TTBs);
- Business and Industry Associations (BIAs);
- Training Institutes shortlisted for teacher training and skills training implementation.

2.6 Consultation Strategy

As mentioned in Section 2.2.1, this mission started with initial consultation with EUD and project team. As a next step, evaluators prepared the 'Stakeholders' Map' (Section 2.2.5). After approval of the Inception Report, the evaluators set on the field work for consultation with stakeholders listed below:

- **Meetings with NAVTTC**: Evaluators could hold meeting with Executive Director of the NAVTTC. During the meeting, the ED explained the major progress made including revision of the national TVET policy by MoFEPT and its submission to the Cabinet for approval. He indicated his support for the project. The evaluators also benefitted from his overall guidance for the mission. This meeting was complemented by meetings with three Director Generals responsible for Planning, Development and Skills Standards and Curriculum and Operations including teacher training, academic and quality control. **Courtesy calls/ meetings with MoFEPT**: A quick meeting was also held with senior staff of the ministry to assess government's ownership of the Project and its interventions;
- **Briefing from the Provincial/ regional offices of project:** During the field work, briefing was held with Project's Regional Teams on their experience on overall implementation process, and progress, lessons learned and issues and challenges in respective provinces/regions;
- **FGD/meetings with TEVTA officials:** TEVTAs were consulted for their impression of Project progress, process, issues and challenges and to what extent they are involved;
- **FGD/ meetings with NTB, BTEs/TTBs**: NTB (Proposed CoE) was expected to have important role in teacher training relevant to CBT and NVQF operationalization. Similarly, the BTEs and TTBs have important role on NVQF operationalization. Therefore, meetings with them were considered important to know about their engagement, capacity, issues and challenges they faced in the past and recommendations they would like to make for enhancing project performance;
- **FGD with BIAs and or business and industry representatives**: During the field visits, the evaluators met employers focusing particularly on their engagement in the project. In perspective of importance of their productive engagement as a vehicle for ensuring results oriented TVET interventions and their sustained success meetings/FGDs were held with business and industry Associations/Employers. Focus of the meetings was on exploring the process for engaging them and what had changed or what indications of change they are observing. Were they getting space for playing effective role in the TVET processes or the same age-old practices- marginal role of private sector and supply driven TVET has been continuing;
- **FGD/Interview with training institutes/ institute heads, management, trainers, trainees/graduates and TVET professionals**: FGDs and/or interviews with these stakeholders were carried out as appropriate focusing on exploring the processes used, changes observed and potential benefits ahead;

- **Observation:** Where possible, evaluators also observe field implementation of the project interventions. The broad areas for the observation and review were: CBT, and RPL processes. Emphasis was on observing skills training process, CVT/OJT/TF and placement planning and execution, and employment and income verification.

As such, these stakeholders' inputs were considered critically important for confirming/validation of progress, identification of issues and challenges and sorting out alternative ways for addressing them. During meetings with these stakeholders, a set of questions prepared was used as guiding tool to get answers for key evaluation questions.

2.7 Field Visit Approach

Field visits were required for data and information collection and validation of desk review and preliminary findings. The stakeholders and locations to visit were guided by factors such as the ToR provisions, stakeholders map, consultation strategy and evaluation questions in perspective described above. Although the Result Two (skills training component) was based only in Sindh and Baluchistan, as the Result One intended to cater all the provinces/ regions, the field plan was prepared accordingly. However, as there were limited activities in Gilgit Baltistan, no field Mission was envisaged for GB during the current phase of evaluation. For the midterm review it will be conducted subject to time availability.

In the spirit of the DoA, consultations with Business and Industry were prioritised. Similarly, NVQF operationalization as an important component of the project called for visiting selected teacher training institutes (CoEs), skills training institutes and qualification awarding bodies. The team prioritised consultation with government officials, particularly TEVTAs as their role in internalisation of project interventions was considered critical.

Annex 4: References

- Annex I EU Description of Action;
- Annex III. Budget;
- CoE Concept Note;
- EU Evaluation Guidelines;
- EU Multi-Annual Indicative Program (MIP) 2014-2020;
- EVAL methods chapter 4 and 5;
- FA Annex 1 Revised TAPs;
- Final Report - Mid-term Evaluation of the Tempus IV Program (Annex 6.1);
- *https://en.wikipedia.org/wiki/Sustainable_Development_Goals;*
- Ministry of Federal Education and Professional Training National Skills Strategy 2009-13;
- Ministry of Federal Education and Professional Training, National TVET Policy 2018;
- Ministry of Planning, Development and Reforms, Vision 2025;
- National Skills Strategy;
- National TVET Policy;
- New EU Consensus on Development;
- NVQF documents;
- Project Management Office, CoE Concept Note;
- Project Management Office, Project's Result Matrix, March 2018;
- Project Management Office, Summary of Sector Studies;
- Project Management Office, TVET III Annual Progress Report;
- Project Management Office, TVET III quarterly progress reports;
- Project Management Office TVET III Inception Report;
- Summary of Sector Studies;
- *Sustainable Development Goals;*
- TVET III Annual Progress Report including Results Matrix up to March 2018;
- TVET III Inception Report;
- TVET III quarterly progress reports;
- TVET_PR_ Annexes;
- Vision 2025.

Annex 5: Result Matrix Update as of Jan 2017-March 2018

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
Specific Programme Objective: To improve governance and private sector participation in the TVET sector to enhance access to quality skills development that meets the demands of the labour market					
1. Private sector engagement in decision making bodies (NAVTTC/TEVTAs/ Institute Management Committees (IMCs) is improved	1a. At least 50% Board members being from BIAs in key decision-making bodies (TEVTAs and NAVTTC).	-Advocacy strategy is in place	-Private Sector Engagement Strategy developed.	Draft strategy prepared involving both public and private representatives (NAVTTC/provincial bodies, BIAs) and endorsed in a National workshop	-
		-Agreement reached with responsible bodies	-Baseline data on BIA representation in boards collected and collated. -46% of NAVTTC board members from the private sector. P-TEVTA 60%; KP-TEVTA 45%; S-TEVTA 20%; AJK 33%; GB 50% in the Act which is yet to be approved, and Baluchistan 22% BIA representation.	Though the ordinance Acts of NAVTTC and TEVTAs	Ongoing to be completed in 2018
	1b. At least 3 SSCs are functional and - in conjunction with IMCs from institutes servicing their sectors - produce for each of the 3 sectors regular reports on labour market demand for skills and occupations.	-Stakeholders in at least 3 sectors agree on formation of SSC and representation on Board	-Construction, textile and hospitality identified as sectors with highest potential for establishing Sector Skills Councils (SSC). -Two SSCs established in construction and hospitality sector through notification	NAVTTC/TEVTAs/BIAs	Partially completed (agreement on Textile sector pending)
	1c. At least 500 TVET institutions to have	-Advocacy strategy is in place	-Advocacy concept for private sector involvement in	Both public and private representatives	-

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
	IMCs with more than 50% BIA representation.		TVET covered through the Private Sector Engagement Strategy, which addresses roles and responsibilities of provincial / regional bodies and BIAs in IMCs &the wider TVET system.		
		Mechanism for supporting IMCs agreed	-Rules of Business (RoB) for IMCs reviewed and updated; notification by TEVTAs initiated. RoB for Sindh IMCs notified.	Public and private representatives	Partially completed Notifications are pending & in Punjab the concept of IMCs moved to DBoMs
		500 IMCs are in place and supporting SSCs (there was no target set for 2017 however certain achievements have been made mentioned in next column)	-42 IMCs constituted (including 4 women institutes), out of which 25 IMCs (including 3 at women institutes) currently meet BIA representation criteria. Sindh: 18 (including 3 women institutes) 50% BIA, KP: 14 out of which 7 have 50% BIA, FATA: 4 (including 1 women institute) having 40% BIA rep, GB: 3 No formal BIA exists in vicinity of the mentioned institute, The IMCs work according to RoB 2015 and with 50% representation from industry. AJK: 3 50% BIA representation is in progress.	TVET Institutes/BIAs	On track

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
2. OJT or workplace based training has produced better employment outcomes	2a. Agreements between 200 companies (individually or organised via employer / trade organisations) and the TEVTAs / TVET institutes signed that include the provision of on-the-job training or workplace based training to trainees.	Model agreement prepared for use Companies identified Organisations briefed on use and commencement of establishing agreements	-Concepts for workplace-based training delivery approaches – on-the-job training (OJT), cooperative vocational training (CVT) and teaching factory – documented and presented to private and public stakeholders. -Model agreement for establishing the mode of cooperation between training institutes and companies drafted and shared with public and private stakeholders.	Public and private reps.	-
		Agreements in place with 200 companies (there was no target set for 2017)	-168 workplace exposure agreements signed between TEVTAs and enterprises in Sindh, 11 in Punjab, 5 in KP, and 2 in AJK, leading to a total of 186.	TEVTAs/ Enterprises	On track
3. CBT&A trained and certified graduates have experienced increased employability in their field and are seen as an asset by employers.	3a. 48,500 people (of which 30% are female) who have been through CBT&A training and/or assessment and have been certified under NVQF.		Not due yet		
	3b.70% of the enterprises, which have employed CBT graduates in a field		Not due yet		

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
	relevant to their qualification, are 8 months after the start of employment satisfied or very satisfied with the competences of their new employees.				
	3c. 75% of the graduates (30% women) are employed or self-employed in their trade after 8 months of graduation from CBT&A courses. RNE: 60% of all female graduates are employed / self-employed		Not due yet -Concept to strengthen the existing capacity for Vocational Counselling and Job Placement (VC/JP) developed. -Training manual for VC/JP officers revised. Activities initiated to strengthen capacity of training providers and other institutions to support the successful transition from training into employment. -12 institutions to host 'model VC/JP institutes' identified & assessment regarding equipment and training needs conducted. -Refresher training conducted for 127 VC/JP officers (27% women). (Khi:36, Hyd:40, Lhr/PVTC:51)		-
4 Monthly income of training graduates has met the Pakistani	4a. Graduates have an income of PKR 13,000 per month after		Not due yet		

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
minimum income threshold	completion of training (at end 8 months). RNE: 60% of all female graduates have an income of PKR 13.000 per months.				

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
Result Area 1: Equitable access to quality TVET and enhanced employability of TVET graduates through implementation of relevant provisions of the National TVET Policy and National Skills Strategy					
A - Sectoral studies and analysis have established priority economic sectors for action	A1. 7 studies/analysis (1 per province/region) to prioritize at least 3 economic sectors both nationally and for major provincial labour markets used for TVET planning.	Results of specific analyses (industrial hubs) are available	-Seven provincial / regional sector studies completed and utilised for the identification of priority sectors (construction, textile and hospitality) for the formation of SSC.	Regional consultation and desk research	-
		Ranking of sectors and trades in demand is available per province/region/hub	-Sector study results presented to and discussed with stakeholders in provincial / regional fora; identification of trades and occupations for qualification development and future training also based on the studies and the stakeholder consultations.	Provincial fora	-
B - Qualifications covering the full 5 NVQF levels are put into practice in key economic sectors	B1. NVQF (level 1-5) in at least 3 economic sectors for trades in high demand is operational.	Remaining levels for existing qualifications under TVET II are developed and notified and are operational where there is demand	-Demand for missing levels of existing professions identified -7 occupations with missing levels updated (1.AutoCAD (Level 2-4) 2.Automobile Electrician (Level 2-3.Automobile Mechanic (Level 2-4.Electrician (Level 2-4) 5.Heating, Ventilation, Air-conditioning and Refrigeration (HVACR)	Stakeholder consultation with provinces / regions.	-Milestone for finalisation of all competency standards revised to December 2018.

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
			(Level 2-4) 6.Machinist & CNC Operator (Level 2-4) 7.Welding (Level 2-4)		
	B2. NVQF system functional with complete pathways available (covering institutional off-the-job delivery, on-the-job and workplace training, and RPL/RCC) for identified sectors.	Agreement on role, expected performance and capacity of key organisations in NVQF system agreed with federal and provincial governments	-Relevant institutions informed about their roles and responsibilities		-
		NVQF manuals are updated in light of implementation experience and revised versions are notified	-NVQF manuals revised based on consultative feedback initiative with stakeholders; NVQF manuals notified by NAVTTC.	Consultative sessions at National level involving provincial stakeholders	-
		NVQF manuals are implemented	-Ongoing. relevant stakeholders are capacitated	TVETAs/QABs/	Ongoing
		Selected assessment centres are accredited, capacitated, and functional for integrated assessment in selected qualifications & competency standards in all provinces and regions	-Selection criteria for the assessment centres developed; accreditation still pending.		
C - Implementation of plans developed by NAVTTC and TEVTAs have improved implementation of National TVET Policy	C1. NAVTTC as well as provincial and regional TEVTAs have comprehensive implementation plans developed, budgeted and implemented for the roll out of National TVET Policy	National TVET Policy notified nationally and part of operational requirements of NAVTTC and TEVTAs	-TVET Policy formally submitted to the MoFEPT by NAVTTC in June 2017. -To initiate development of comprehensive TVET Policy implementation plans by NAVTTC and TEVTAs for the fiscal year 2018/19, concise NAVTTC		-

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
	and NVQF that are updated and monitored annually.		Policy implementation plan submitted to cabinet.		
		Implementation plans developed by NAVTTC and TEVTAs (Not due for 2017)	-Planning format creating interface between TVET SSP log frame and TEVTA implementation planning developed and used by provincial/ regional teams for stakeholder consultations on roles and responsibilities in Policy implementation, thus ensuring that Programme and TEVTA activities are complementary. -Programme support for partners in developing budgeted TVET Policy implementation plans ongoing; finalisation still needed.	In consultation with TEVTA/FDA	
	C2. 8 agreements for the implementation of joint activities of provincial and / or federal actors in order to stabilise National TVET Policy ownership among public and private stakeholders	-Core activities for implementation identified and mutually -Individual agreements negotiated with key stakeholders (Not due in 2017)	-Eight agreements signed -Follow-up for identification and implementation of concrete joint activities anticipated for 2018 onwards.	In collaboration with BIAs, industry and TEVTAs	On track
	C3. NAVTTC, TEVTAs and other government	Functions, roles and funding of organisations in relation to their roles under NVQF in TVET are	-NVQF main document and three operational manuals on development		-

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
	regulatory agencies plus related private sector organisations effectively carry out their roles in management and quality assurance of the TVET system based on the requirements of the operational manuals for the NVQF. Target: 80% compliance of core requirements specified in NVQF operational manuals	defined and agreed	of NVQs, assessment of NVQF qualifications, and management of the NVQF revised and notified. -NVQF qualifications, training delivery, assessment and certification, NVQF management system and the management of the monitoring and evaluation system for NVQF identified as the five major responsibilities for institutions involved in the management of the NVQF. -Concept paper developed outlining approach for quality assurance and facilitation of capacity development for better compliance with NVQF requirements; experts nominated by public and private institutions as “quality champions” for provincial / regional exchange and training formats. -Monitoring system to assess compliance with quality dimensions not yet in place; will follow a self-		

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
			assessment approach.		
D - Number of competency standards / qualifications developed and implemented.	D1. At least 60 new CBT&A packages (qualification, competency standards & assessment package) are developed in selected occupations in demand.	Qualifications, competency standards and assessment packages in demand are developed jointly with the private sector, quality assured and notified by NAVTTC	-Trades shortlisted for qualification development of occupations based on sector studies and consultation with provincial / regional stakeholders. -Consultancy firm contracted for development of 28 new CBT&A packages. -Development of the 60 CBT&A packages anticipated to be finalized by 12/2020 (postponed milestone).	Demand driven qualifications identified through TEVTAs and shared with provincial fora	Delayed
	D2. 5 competency-based standards for the application of green skills within the context of a green economy are implemented.		Not due yet		
	D3. 5 competency-based standards for qualifications in demand for labour migration are implemented.		Not due yet		
	D4. At least 21 CBT&A packages (not yet implemented from 70 developed	Training institutes and/or enterprises are selected and prepared for training implementation	-Foreseen activities (such as agreement between BIAs and training providers, institutional	Potential qualifications and institutes identified based on demand from TEVTA	Delayed

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
	during Phase II, with levels adjusted for needs) are implemented by the end of 2019		capacity assessments, preparing implementing partners for the training of CBT&A packages developed in the previous Programme phase) are ongoing.		
	D5. 50 CBT&A packages (out of 60 targeted for development in TVET III) are implemented		Not due yet		
	D6. At least 1,500 assessors are trained and certified nationwide according to CBT&A assessment guidelines and identified prioritised economic sectors. RNE: 25% of assessors are female.	CBT qualification(s) are developed for assessors	-Occupational profiling revision workshop for instructors and assessors conducted in consultation with stakeholders. -Concept outlining generic competency standards for assessors (level 3) and lead assessors (level 4) qualifications as well as conceptual approach for qualification packages for the training of assessors finalized& notified. Level-5 in process		-Qualification for Master Assessors (level 5) pending.
		Assessors (teachers/instructors/freelancer) are trained, assessed and certified	-354 assessors trained for various trades and 127 certified. P: 127 trained 57 certified S:140 trained 27 certified AJK: 36 trained 25	Nominations acquired from TEVTA, training conducted and certification issued from NAVTTC	On track Certification pending due to delay from issuance of certificates from

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
			certified KP/FATA: 51 trained 18 certified		NAVTTC
E - National Vocational Qualification (NVQ) system in operation with clear certification and equivalency functions	E1. NVQF functional with at least, 15,500 youths (30% women) trained, assessed and certified during project using new CBT&A qualifications	Monitoring mechanism is in place	-NVQF Registry designed with clearly defined responsibilities for the institutions involved in training management and delivery (including QABs) and successfully piloted in all the provinces/regions.	Orientation and Capacity building conducted for TEVTA and focal persons of TVET Institutes responsible for maintaining registry	On track
	E2. 15,000 equivalencies issued or recognition of prior learning (RPL/RCC) assessed and certified within the NVQF.RNE: 30% of RPL / RCC certificates obtained by females.	Monitoring mechanism is in place	-NVQF Registry also to be used by the QABs to capture RPL (piloted in KP and AJK). -RPL launched in 3 trades (heavy machine operator, mason, auto mechanic) in Sindh, Punjab and KP and ICT); 289 candidates assessed and 122 certified. -RPL mechanism in Baluchistan agreed between QAB and NAVTTC; first assessments will be conducted in early 2018.	Potential demand driven trades selected in consultation with TEVTA and RPL piloted in the selected institutes	On track
F - Teacher Training Institutes are upgraded to offer teachers/trainers skills in	F1. 5 Centres of Competence established through upgrading and are functional to offer teacher training on	Concept note is elaborated	-Approach adapted to Centres of Excellence (CoE) instead of Centres of Competence foreseen in the DoA following a NAVTTC request;	NAVTTC/TEVTAs Head contacted and potential institute identified based on the selection criteria developed by the programme	On track

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
Competency Based Training and Assessment (CBT&A)	CBT&A plus other professional courses.		-CoE to combine human resource development (HRD) for TVET professionals with the provision of TVET trainings. -Concept incorporating additional CoE functions and responsibilities revised, criteria for institutional readiness assessment developed, and feasibility study of institutions proposed by NAVTTC and TEVTAs carried out. -Five institutes selected: one in Islamabad and one from each province (Baluchistan, KP, Punjab, Sindh) with specific competence in priority sectors. -National Training Bureau (NTB) in Islamabad granted “no objection certificate” from the Ministry of Science and Technology to serve as pilot case; selected institutes in Punjab and in KP, Sindh and Balochistan officially notified as future CoE,.		

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
			-Preparatory activities implemented as planned; preparations with institute in Baluchistan moving at a slower pace.		
	F2. 25 Chief Master Trainers and 100 Master Trainers are trained and in place. RNE: 25% are female	Sustainability mechanism is developed and agreed with relevant federal and provincial authorities operating the Centres	-HRD concept drafted, which provides foundation for process and methods for teachers and assessors training; outlines selection criteria for Chief Master Trainer and Master Trainer candidates as well as the training process; discussion with key counterparts on the ToT concept and on the selection of candidates conducted. -Potential contractors to develop the training packages and implement the training identified, but not yet agreed with NAVTTC. -Selection of the first batch of Chief Master Trainers by the TEVTAs completed.		Delayed
	F3. 500 heads/principals of public and private institutes are trained in TVET institute	Concept to improve TVET institute management is developed jointly with TEVTAs and principals, incl. feasibility of a CBT&A qualification for	-Concept for improvement of TVET management drafted, aiming at the development of competency standards for		On track now

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
	management.	institute management	institute managers. -International consultant for the first ToT contracted and draft training concept developed.		
		Training programme developed and implemented	-Definition of a National Qualification for Institute Management, development of training plan and implementation of first training delayed; completion of training of principals as Institute Managers according to the National Qualification postponed till 2018		On track now
	F4. 200 TVET institutes accredited. RNE: 50 “female institutes” accredited.	No milestone due for 2017	-Revised accreditation manuals for TVET institutes drafted; review of requirements and process to shift from programme to institute accreditation initiated together with NAVTTC and the TVET Accreditation & Quality Evaluation Committee (TA&QEC). -TA&QEC sees need to maintain programme accreditation as a parallel mechanism for the time being; way forward still to be discussed within working group;	NAVTTC/TAQEC/TEVTAs	On track

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
			accordingly institutes up to now not selected and / or prepared for the accreditation as foreseen.		
G - No. of teachers trained using CBT&A packages are trained	G1. 3,800 teachers technically trained in CBT & A methodologies (can also be assessors). (25 % are female)	TVET HRD concept note for TVET III is developed jointly with TEVTAs CBT qualification(s) are developed for teachers, instructors and trainers	-HRD Concept contains results of the review of NVQ for TVET Chief Master Trainers, Master Trainer, Lead Instructor and Lab Assistant; NVQ for these professions developed and shared with CPs. -Basic CBT&A orientation provided to 209 teachers and principals; orientation on technical competency standards provided to 16 trainers from the hospitality sector.35 technically trained in AJ&K		Delayed -ToT on CBT&A to commence by April 2018.
H - Preconditions for a systematic stakeholder dialogue on TVET on all levels are created	H1. 50 TVET institutes, of which 20 are in Sindh and Baluchistan, have implemented joint project activities with the private sector in order to promote TVET (work shadowing, internships, enterprise visits, etc.).	Concept note is available	-Joint project activities to be identified on basis of private sector engagement strategy and advocacy strategy (see target 1c); concept note for design and implementation of these activities drafted. -Feedback and finalisation process of the concept note delayed; first agreements on joint activities to be signed by		

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
			partners in mid-2018, as foreseen in the milestone plan.		
	H2. Function for cooperation with the private sector in 40 TVET institutes, of which 20 are in Sindh and Baluchistan, has carried out annually 10 activities across the country to improve relations with the private sector (Round tables, joint planning sessions, agreed operational plan, job fairs, etc.).	Agreement with TEVTAs facilitated	-Joint activities to improve working relations between TVET institutes and private sector to be identified on basis of private sector engagement strategy and advocacy strategy (see target 1c).		Delayed
		Relevant counterpart are identified and trained in revised job scope	-Areas of cooperation identified with TEVTAs and capacity building of relevant counterparts in the revised job scope still pending.		Delayed
	H3. 20 provincial / regional as well as 5 federal fora (annually four forum meetings in provinces / regions and one conference on federal level) on progress of CBT&A reform have taken place jointly with actors from the public and private sector. RNE: Gender is an item on the agenda of each meeting /	Fora institutionalized	-Four provincial advisory fora (Baluchistan, KP/FATA, Punjab and Sindh) established with public and private sector stakeholders; meetings conducted to present the sector studies and collect feedback on priority economic sectors and occupations. -Measures to continue the CBT&A reforms presented and discussed at federal level at the first	KP/FATA: Potential BIAs were contacted and members from solar, renewable energy, construction, pharmaceutical, hospitality sector were identified and forum was constituted in consultation with KPTEVTA, Dept. of Industries, commerce and technical education.	

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
	conference.		Programme Steering Committee (PSC; considered as the first "national forum").		
I - Information that is available on demand for internal TVET system decision makers is available for coordination and decision-making	I1. 15 information products developed based on demand of decision-makers / private sector on different levels of the TVET system in 3 sectors.	NSIS demand analysis and usability study is available	-Baseline survey on decision-makers' satisfaction with NSIS products and on information demands conducted (for results see I2); suitable information products identified based on "NSIS demand analysis and usability study".	Baseline survey tool was designed and convenience sampling approach was used National/Provincial stakeholders (TEVTA, QABs, NAVTTC, BBSYDP, PVTC).and analysis was carried out and report was compiled	
		Information products developed and mode of delivery defined jointly with user groups	-Skill gap analysis identified as major demand and seven such analyses conducted; development of user group-specific information material covering different levels of the TVET system in three sectors per province / region no longer foreseen. Comparative analysis of TVET sector Pakistan (Supply side) Skills trend in labor market (National and international) analysis	Provincial stakeholders (P: TEVTA, Industries dpt, KP: TEVTAs, Bureau of statistics, Industries dpt Mining dept in, B: Industries dept. and TEVTA, S: TEVTAs, Bureau of statistics, GB: TEVTA, AJK: TEVTA) Data was collected on supply side with support of provincial TEVTAs/NAVTTC NAVTTC (NSIS) collects data (newspapers, websites, employers) and report complied on annual basis	
		Training for NSIS staff based on skills gap analysis conducted	-3-day training for 25 professionals from NAVTTC and 15 regional	NAVTTC/TEVTAS/QABS were involved	Impact analysis which is to be

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
			institutions from all provinces / regions conducted following on training needs analysis for NSIS staff.		conducted after 9months to be done in Aug 2018
	I2. 75% of NSIS users (TEVTAs, QABs, NAVTTC, employer and industry associations) are satisfied or very satisfied with the quality and timeframe in which the information is delivered (on a scale from 1-6).	Monitoring mechanism is in place	-Baseline study on user satisfaction indicated room for improvement: of 100 respondents from NAVTTC / TEVTAs (45), QABs (16) and private sector (39), 58% satisfied or fully satisfied with the information that the NSIS provides; -Questionnaire used for baseline study to also serve as monitoring tool for future studies.	Baseline survey tool was designed and convenience sampling approach was used National/Provincial stakeholders (TEVTA, QABs, NAVTTC, BBSYDP, PVTC).and analysis was carried out and report prepared	
	I3. A knowledge management system managed by public and private sector stakeholders is operational and it also makes available 4 monthly information products (e.g. progress reports, background materials, concept papers, planning documents, etc.) on CBT&A reform	Knowledge management needs assessed	-Requirements of NAVTTC and TEVTA staff for knowledge management system assessed.	Need assessment tool was designed and needs assessed by the stakeholders NAVTTC/TEVTAs/ QABs	-

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
	process.				
		Knowledge management module under NSIS developed together with stakeholders	-Structure of knowledge management system designed, operationalisation and embedding into partner structures due in 2018.	Based on the requirements structure has been designed KMS has been developed in March 2018	-The implementation will start in April 2018 onwards
Result Area 2: Trainings designed and delivered with increased collaboration and private sector involvement, leading to greater employability					
J - No. of Business and Industry Associations (BIAs) have participated in training process (design stage to employment)	J1. At least 10 BIAs in 3 sectors play effective role in training process – trades selection, training monitoring and in employment placement.	BIAs in economic sectors and for occupations where CBT&A is being put in place are identified and approached	involvement in the training process. -In Sindh, cooperation agreed with the textile sector for CVT plus OJT (Pakistan Hosiery Manufacturers & Exporters Association; Pakistan Readymade Garments Manufacturers & Exporters Association) and in the logistics sector for CVT with Pakistan International Freight Forwarders Association. -In Baluchistan, cooperation agreed with the Women Business Association, Saindak Metals as well as Pakistan Gems and Jewellery Training and Manufacturing.	3 BIAs were involved in training process	
K - Number of people trained	K1. 18,000 (including 3000 from	Fund is established with administrative procedures	-Training Fund manual developed and	Draft prepared based on the lessons learnt of FIT phase-1	

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
using CVT, OJT, teaching factory	Baluchistan) youths trained through CBT&A methodology under the NVQF (30% women).		requirements for application, implementation and closing presented to stakeholders in provincial fora in Sindh and Baluchistan. -Selection and Review Panel (with 3 members from NAVTTC and from BIAs) established to rank 53 applications in Sindh. In Baluchistan, 14 training institutes proposed for workplace-based training programmes by Technical Working Group under the provincial forum. -24 financial and grant agreements concluded with a total budget of EUR 3,6 Mio.; single agreements range between EUR 28,000-700,000. -More than 5,100 trainees (3,220 male and 1,880 female) to benefit from workplace-based training courses in 2018; training courses to cover qualifications developed in the previous Programme phase.	and shared with NAVTTC	

Indicators	Targets	Major milestones achieved, Target: Jan17-Mar18	Progress till now – Map with outputs	Process (Who involved and How)	Targets missed or delayed - reasons
			-Capacity development plan for training providers implementing programmes financed by the training fund developed; advisory services and training address topics such as project management, CBT&A, coordination with industries and training quality assurance.		
		Monitoring mechanism is in place	Result model has been developed		On track now
	K2. For world-of-work exposure, at least one of the three approaches (CVT, OJT and Teaching Factory) will be used and institutionalised	Nature of the three approaches defined and documented for institutes and employers	-Concept note on the three approaches for world-of-work exposure developed and key features incorporated into Fund operational manual.		On track
		Institutes and their private sector partners agree on approach will use and establish arrangements within local labour market	-168 agreements with private sector partners on the work exposure approach signed so far, predominantly choosing CVT signed with 24 training providers. Concept for vocational counseling for TP developed and execution is in process.		On track

(Source: Project MIS March 2018).

Annex 6: Technical Annexes

Annex 6.1: Provincial/regional breakdown of the number of IMCs

Province/ region	IMCs reactivated	IMCs with 50% or more representation from BIAs
Sindh	18 (including 3 women institutes)	18
KP	14	7
FATA	4 (including 1 women institute)	0, will move gradually towards 50% target
GB	3	No formal BIA exists in vicinity of the mentioned institute, The IMCs work according to RoB 2015 and with 50% representation from industry.
AJK	3*	50% BIA representation is in progress
Punjab (DBoMs)	In process	
Total	**42**	**25**

(Source: Project Annual Progress Report Jan 2017- Dec 2018).
* While this figure was reconfirmed by Project, AJK-TEVTA informed during Field Visit that IMCs with more than 50% members from private sector/community (not BIAs) had been reconstituted in all 66 institutions under them.

Annex 6.2: Summary of Sector Study (in word format)

Summary Report

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1. Background and Rationale

Pakistan Vision 2025 aims to achieve an annual average economic growth rate of 7% by 2025. While the economic fundamentals of the country are strong, the sustained economic development will depend on multiple factors such as increasing exports and improved production and quality to match international competitiveness. A steady supply of trained skilled workforce will be the key to achieve improvement in these areas; lack of skills will hamper and frustrate the development. Therefore, the role of Technical and Vocational Education and Training (TVET) is pivotal for sustainable economic development of the country.

However, TVET sector of Pakistan has faced with many challenges. One of the most pressing challenges is the lack of demand-oriented technical and vocational training. Around 2.4 million people enter the labour market (53% female)[22] every year, however, the formal TVET system can only cater for 476,850 trainees annually[23]. As a result, a huge percentage of youth drifts into the informal sector every year, in which they participate in a traditional *ustad-shagird* (master – apprentice) vocational training[24]. Furthermore, the employability rate of graduates of formal TVET system is very low due to lack of quality and relevance of the training content. The role of business and industry in TVET planning and delivery is limited and also there is no practice for assessing the labour market needs and adjusting the training delivery accordingly.

Since 2011, the TVET Sector Support Programme assists the Government of Pakistan to enhance access, equity, relevance and quality in skills development through improved governance and private sector participation. The first phase of the reform has ended in December 2016. During this period, a number of milestones have been achieved such as national TVET policy, National Vocational Qualifications Framework (NVQF) and Competency Based Training & Assessment (CBT&A) system etc. The second phase of the Programme has been started from January 2017 for another five years. The Programme is supported by the European Union and the Federal Republic of Germany.

In order to link TVET closer to the labour market and design future interventions accordingly, the Programme commissioned sector studies in all the major regions and provinces of Pakistan to identify economic sectors or subsectors with high demand of skilled workforce. The studies were carried out between November 2016 and April 2017 in AJK, Baluchistan, Punjab, Sindh, KP and FATA region of the country. This report summarises the main findings from these studies. For detailed analysis, individual sector studies for these regions shall be consulted.

2. Objectives

The main purpose of the assignment was to support the TVET Sector Support Programme in defining future interventions to be undertaken during next phase of Programme (2017-2021), specifically:

- Conduct a feasibility study of Pakistan economic sectors (including sub-sectors) to identify sectors with high turnover and/or employment rate or potential, which can be addressed by the technical and vocational education;
- Identify suitable business membership organizations (chamber of commerce and trade associations) and training providers in the identified economic sectors;
- Conduct needs analysis of the identified business membership organizations to gauge their capacity and readiness to perform a role in TVET planning and/or delivery;

[22] Labour Force Survey 2014-15 Pakistan Education Statistics 2014, 2015, Academy of Education and Planning Pakistan.
[23] Supply Side Survey 2014-15, National Skills Information System, NAVTTC.
[24] Cross-comparison of drop-outs at Secondary School Certificate level and enrolment at Higher Secondary School Certificate level with the enrolment in TVET Sector.

- Propose a road map for each identified organisation for their potential involvement in planning and delivery of TVET.

3. Methodology

The research was carried out by teams of national and international experts in two stages. It employed both quantitative and qualitative data collection instruments. The first stage comprised of comprehensive desk review of relevant published resources including national & provincial industrial and TVET policy papers, sector development plans, empirical data, provincial growth strategies and number of other research reports or documents conducted by different development agencies, programmes and government departments.

Potential target sectors or sub sectors were short-listed according to theoretical framework using the following selection criteria:

- Priority reflected in the socio-economic development plans of federal and provincial governments;
- High employability potentials: preferable local demand; overseas employment may be included if concrete demands shown;
- Balance of industrial and artisan trades;
- Availability of information and materials to identify possible skills gaps;
- Trades and professions covered by the existing CBT&A curricula and packages;
- Possibility to identify capable business organisations (chambers, associations, etc.);
- Possibility to identify relevant and potential training providers.

In the second stage, field visits to cities and districts were organized. Interviews, focus group discussions and one-on-one dialogues were conducted with chambers of commerce, trade associations, government officials, individual employers and experts.

For detailed methodology, please refer to individual sector studies.

4. Findings

The key findings of the study for each province or region are summarized as follows:

4.1 Punjab

Sectors with high employment potential, supportive business membership organisations, adequate training facilities and availability of CBT&A training courses are:

Sector	Sub sector
Light Engineering	Auto parts
	Metal Fabrication
	Surgical Instruments
Textile	Readymade Garments
	Leather Goods
	Leather Wear
Services	Logistics
	Customer Service
Construction	Buildings (Masonry, Plumbing and carpentry)

The table below summarises the geographical spread of these sectors or sub sectors, projected employment potential, suitability for women along with related business member organisations and TVET institutes:

Geographical Area Cluster Location	Sector/Subsector	Employment potential	Chamber/Association	Related Training Establishment	Potential for Women
Lahore/Faisalabad	Textile Sector/ Readymade garments (knitted, woven)	~ 26,000/annum.	Pakistan Hosiery Manufacturers & Exporters Association (PHMA), Northern Zone Lahore	Pakistan Knitwear Training Institute (PKTI), Lahore, (PKTI is attached to PHME) National Textile University (NTU), Faisalabad	Yes
			Pakistan Readymade Garments Manufacturers and Exporters Association (PRGMEA), Northern Zone Lahore	Pakistan Readymade Garments Technical Training Institute, Lahore, (officially linked to PREGMEA)	Yes
Lahore	Light Engineering / Auto Parts	~ 10,000 / annum.	Pakistan Association of Automotive Parts and Accessories Manufacturers (PAAPAM)	TEVTA Training Facilities Apprenticeship Training Centre ATC) Punjab Vocational Training Council (PVTC) DESCON Technical Institute (DTI), Lahore Universities	-
Gujranwala	Manufacturing/Ceramics	~ 500 – 800/annum	Pakistan Ceramics Manufacturing Association (PCMA), Gujranwala	Ceramics Development & Training Complex CDTC), Gujranwala. (officially linked to PCMA)	-
Gujranwala	Light engineering / Metal Fabrication	~ 500 – 800/annum	Gujranwala Chamber of Commerce and Industry (GCCI)	Gujranwala Light Engineering Services Centre (LESC). Tool, Die & Mould Centre, Gujranwala Apprenticeship Training Centre (ATC), Gujranwala	-
Sialkot	Light Engineering / Surgical Instruments	~ 700 / annum.	Surgical Instruments Manufacturers Association of Pakistan (SIMAP) Sialkot	Metal Industries Development Centre (MIDC), Sialkot Institute for Surgical Technology (IST), Sialkot Government Apprenticeship Training Centre (ATC), Sialkot	-

Sialkot	Manufacturing / Sports Goods	~ 14,000 / annum.	Pakistan Sports Goods Manufacturers and Exporters Association (PSGMEA), Sialkot	Sports Industry Development Centre (SIDC), Sialkot, (officially linked to PSGMEA) Government Apprenticeship Training Centre (ATC), Sialkot	Yes
			Pakistan Gloves Manufacturers and Exporters Association (PGMEA), Sialkot	Leather Products Development Institute (LPDI), Sialkot (Officially related to PGMEA).	-
Lahore	Service Sector / Logistics, Customer Service	~ 500–700 / annum	Pakistan International Freight Forwarders Association (PIFFA), Lahore Chapter	PIFFA Training Institute Karachi and Lahore	Yes
Lahore/Sialkot/ Faisalabad	Construction/ Plumbing, masonry, carpentry	~ 30,000 / annum	Association of Builders and Developers, Pakistan All Pakistan Contractors Association (APCA)	TEVTA Training Facilities Vocational Training Institutes of PVTC DESCON Technical Institute (DTI), Lahore	-

Key Recommendations

1. Follow up meetings are recommended for chambers of commerce of Gujranwala and Sialkot in order to further clarify the mode and level of engagement in development and delivery of NVQF qualifications;
2. In the manufacturing sector, develop & deliver lower level NVQF qualifications i.e. level 1-3. This is because most of the demand for skilled workforce exists at semi-skilled to technician level;
3. In the services sector i.e. logistics, freight forwarding, banking, insurance etc., develop and deliver higher level NVQF qualifications (level 5-7). This is because higher level of general education is a pre-requisite for employment in this sector. The cooperative training approach is highly recommended in this regard;
4. Carryout an awareness raising campaign for selected trade associations and chambers of commerce to appraise them on their potential role in HR development for their members and to offer TVET as a regular membership service;
5. Support R&D departments of chambers and trade associations of identified sectors in conducting training needs assessment for:
   a. Their member companies to identify specific trades/occupations for which TVET qualifications shall be developed;
   b. Identification of related capacity building needs both in member companies and the management of chambers and associations.
6. For the identified training institutions, it is recommended to have a careful assessment on equipment and human capacity building needs (i.e. management and teachers training needs) in cooperation with the respective trade associations. This is because in most cases the available training equipment was either outdated or production oriented instead of being training oriented. Therefore, depending on the identified training courses, related equipment, tools and supplies might be needed as well as the linked teacher, management and instructor training.

4.2 Sindh

Sectors with high employment potential, supportive business membership organisations, adequate training facilities and availability of CBT&A training courses are:

Sector	Sub sector
Manufacturing	Auto parts
	Car Manufacturing
Textile	Home Textiles
	Readymade Garments
	Leather Garments and Apparel
Services	Logistics
	Customer Service
	Hospitality and Hotel

The table below summarises the geographical spread of these sectors/sub sectors, projected employment potential along with suitable business member organisations, TVET institutes and potential for women training and employment:

Geographical Area Cluster Location	Sector/ Subsector	Employment potential	Chamber/Association	Related Training Establishment	Potential for Women
Karachi	Textile Sector/ Readymade garments (knitted, woven)	~16,000/annum	Pakistan Hosiery Manufacturers & Exporters Association (PHMA), Southern Zone, Karachi	Pakistan Knitwear Training Institute (PKTI), Lahore, (PKTI is attached to PHME). STEVTA Institutions	Yes
			Pakistan Readymade Garments Manufacturers and Exporters Association (PRGMEA); Southern Zone, Karachi	Pakistan Readymade Garments Technical Training Institute, Karachi (officially linked to PREGMEA)	Yes
Karachi	Textile Sector/Home Textiles	~ 20,000/annum	Towel Manufacturers Association (TMA), Karachi	SMA Rizwi Textile Institute, (SMARTI); Karachi; (linked to TMA)	Yes
Karachi	Hyderabad Manufacturing /Car Assembly, Auto Parts	~ 12,500/annum	Pakistan Association of Automotive Parts and Accessories Manufacturers (PAAPAM)	Pakistan Skill Development Institute (PSDI) (operated by PAAPAM)	-
			Pakistan Automotive Manufacturers Association (PAMA); Karachi	Pakistan Skill Development Institute (PSDI) operated by PAPAAM.	-
Karachi	Manufacturing/Printing Industry	~ 8,000/annum	Pakistan Association of Printing and Graphic Arts Industry (PAPGAI); Karachi	AMANTECH.	-
Karachi	Manufacturing/Leather and Leather Goods, Apparel	~ 27,000/annum	Pakistan Leather Garments Manufacturing & Exporters Association (PLGMEA). Karachi; Pakistan Tannery Association (PTA), Karachi	National Institute of Leather Technology (NILT), Karachi (officially linked to PLGMEA, PTA)	-
Karachi	Services/Logistics, customer Service	~800/annum	Pakistan International Freight Forwarders Association (PIFFA), Karachi	PIFFA Training Institute, Karachi	Yes
Karachi, Hyderabad	Services/Hotel and Hospitality Industry.	Needs to be identified	Pakistan Hotel Association (PHA), Karachi	Pakistan Institute of Tourism and Hotel Management, Karachi	Yes
Karachi, Hyderabad	Services/Banking	Needs to be identified	Pakistan Bank' Association (PBA), Karachi	The Institute of Bankers Pakistan (IBP), Karachi	Yes

Key Recommendations

1. Support chambers, trade associations and training institutions to conduct training needs assessment at micro level (i.e. at the individual training institutions and employers level) in order to specify the appropriate TVET qualifications to be developed, training methodology and related capacity building needs;
2. Conduct follow up meetings with:
   - Hyderabad chamber to explore the possibilities of collaboration for implementation of NVQF qualifications at the institution which is currently being established in partnership with Technology Upgradation and Skills Development Company (TUSDEC);
   - German Pakistan Chamber of Commerce and Industry (GPCCI) for the possibility of acting as lead agency for continuation of the Cooperative Vocational Training (CVT) program piloted under first phase of the programme.
3. Carryout an awareness raising campaign for selected trade associations and chambers of commerce to appraise them on their potential role in HR development for their members and to offer TVET as a regular membership service;
4. For the identified training institutions, it is recommended to have a careful assessment on equipment and teachers training needs in cooperation with the respective trade associations. This is because in most cases the available training equipment was either outdated or production oriented instead of being training oriented. Therefore, depending on the identified training courses, related equipment, tools and supplies might be needed as well as the linked teacher and instructor training.

4.3 Khyber Pakhtunkhwa (KP)

The short-listed sectors or subsectors with high demand and potential for skilled workforce are:

Sector	Sub sector
Manufacturing	Pharmaceuticals & Light Engineering
Energy	Micro Hydel & Solar
Construction	Building and Infrastructure (Roads and Dams)
Tourism and Hospitality	Hotel and Travel

The table below summarises the geographical spread of these sectors or sub sectors, projected employment potential along with suitable business member organisations, TVET institutes and potential for women related training and employment:

Geographical Area Cluster Location	Sector/ Subsector	Potential Jobs	Chamber/Association	Related Training Establishment	Potential for Women
SWAT / Malam Jabba / Madyan, Madain / Behrain / Kalam / Ushu Dir/ Kumrat Chitral Kaghan / Naran / Shinkiari / Galyat	Tourism & Hospitality	4,053/annum	1. Khyber Pakhtunkhwa Chamber of Commerce, Peshawar 2. KP Women Chamber of Commerce 3. Pakistan Hotel Association 4. Travel Agent Association of Pakistan 5. Frontier Hotels and Restaurant Association, Peshawar 6. Tourism Corporation Khyber Pakhtunkhwa (TCKP) 7. Travel Agents Association of Pakistan 8. Travel Agents Association of Peshawar	1. Pakistan Austrian Institute of Tourism and Hotel Management (PAITHOM) Swat, KP 2. Haris Institute, Peshawar, KP (Pvt) 3. Modern Institute of Informatics and Management, Islamabad (Pvt) 4. Skills Development Centre, Hospitality & Tourism Department (Batagram) 5. Haris institute of training Peshawar Cantt, PIA Center, Peshawar Cantt 6. PC Peshawar 7. GCT Nowshera	Yes
All Projects of Annual Development Programs, KP.	Construction Sector	27,724/ annum	1. Contractor Association of KP 2. Association of builders and developers, Pakistan 3. All Pakistan Contractors Association (APCA)	1. All TEVTA technical and vocational Institutions 2. All private technical Institution	-
Industrial Estate Hayatabad, Industrial Estate Gadoon, Sawabi , Small Industrial Zone Kohat Road	Manufacturing (Pharmaceuticals, Light Engineering & manufacturing)	60,258 / annum	1. Pakistan Pharmacists Association (PPA), http://ppapak.org.pk/index.php 2. Pharmacy Council of Pakistan Islamabad, http://www.pharmacycouncil.org.pk/	1. Different departments of KP's Universities	-
			1. Hunting and Shooting Sports Association. Kohat Road. Peshawar	1. All TEVTA Institutes 2. Pakistan Hunting and Shooting Sports Company, Peshawar	-

			2. Hunting and Sports arms manufacturers Association, Kohat Road, Peshawar	3. Pakistan Hunting Sports school, Kohat Road	
Urban Areas of KP, Northern KP, Chitral & Kohistan, SWAT	Energy (Micro Hydel & Solar Energy)	4,120/ annum	Pakistan Solar Association Address: 09-Egerton Road, Lahore, Pakistan	1. GTC, Peshawar 2. TEVTA institutions 3. TTC institutions 4. GATTC Hayatabad for Solar	-
			1. Renewable & Alternative Energy Association of Pakistan 2. KPBOI	1. TEVTA Institutions 2. GCT Swat for Micro Hydel	-

Key Recommendations

1. Develop and deliver training modules and qualifications on soft skills and occupational health & safety for the existing staff of the companies in the identified sectors;
2. Organise follow up meetings with trade associations of light engineering and pharmaceutical industry to further discuss the possibility of developing qualifications at semi-skilled to technician level workers (NVQF level 2-5);
3. Conduct follow up meetings with KP Chamber of Commerce & Industry and Women Chamber of Commerce & Industry (WCCI) for developing qualifications in tourism and hospitality sector, especially for women. The training facilities owned by the WCCI can be utilized for delivery of women-specific TVET qualifications.

4.4 Federally Administered Tribal Areas (FATA)

FATA is based on agriculture, fisheries, livestock, transportation, mining, construction and trades. Based on literature review, government priorities and input from the stakeholders following sectors are considered to have the potential for future skills development initiatives in FATA:

Sector	Sub sector
Agriculture based business	Pine nuts
Mining	Marble
Construction	Buildings

The table below summarises the geographical spread of these sectors/sub sectors, projected employment potential along with suitable business member organisations and TVET institutes:

Geographical Area Cluster Location	Sector/Subsector	Chamber/ Associations	Related Training Establishment	Potential for Women
Entire FATA especially North & South Waziristan	Construction	Contractor Association of KP Association of builders and developers, Pakistan All Pakistan Contractors Association (APCA)	GTI Khyber Agency GTI Mahmond GCT Bajaur ATIN NLC Amangarh, Nowshera	-
North and South Waziristan	Agriculture Based Business (Pine Nuts)	Nil	Skill Development of FATA DA in collaboration with Wana Welfare Association and traders from Lahore is implementing a project to capacitate around 1000 male in different skills.	Yes
Mahmond Agency & Bajour Agency	Marble	All Pakistan Marble Industries Association Chitral Mine Owner Association Pakistan Mine Owners Association 2, Al-Sayyed Plaza, Jamrud Road, Peshawar, NWFP, Pakistan	GCT Bajaur Agency GTI Mahmond Agency	-

Key Recommendations

1. Develop capacity building measures for systematic engagement of employers in FATA TVET system. This is because the role of chambers and trade associations in FATA is limited;
2. Develop and implement qualifications at NVQF Level 1-4 in the identified potential sectors since most of the demand for skilled workforce lies at semi-skilled to technician level (NVQF level 1-4) with few exceptions where level 5 qualifications may be needed;
3. Introduce training courses for women who are particularly associated with agriculture based businesses. Especially a qualification on cracking, roasting, grading of pine nuts is highly recommended;
4. Introduce modules on soft skills (such as communication, work ethics, organizational culture, safety and harassment) alongside technical TVET skills in all the qualifications;
5. Conduct an awareness raising campaign for the youth in FATA to advocate for TVET and to counter the associated cultural and social stigma.

4.5 Azad Jammu and Kashmir (AJK)

Until recently, the economy of Azad Jammu and Kashmir (AJK) depended heavily on agriculture, livestock and foreign remittances. Training needs in these sectors were mostly met through informal training approaches. However, with the improving law and order situation new sectors have emerged that have good potential from both training and employment point of view. Based on literature review, government priorities and input from the stakeholders following sectors are considered to have the potential for future skills development initiatives in AJK.

Sector	Sub sector
Construction	Infrastructure (dams, power plants and roads)
Hospitality and Tourism	Hotel and restaurants
Energy and Power	Hydro power
Manufacturing	Pharmaceutical and automobile parts

The table below summarises the geographical spread of these sectors/sub sectors, projected employment potential (including women) along with suitable business member organisations and TVET institutes:

Geographical Area Cluster Location	Sector/ Subsector	Employment Potential	Chamber/ Associations	Related Training Establishment	Potential for Women
All districts of AJK	Construction/ Dams and power plants	~ 3148 / annum	1. Contractors Association of AJK 2. Association of Builder & Developers Pakistan 3. All Pakistan Contractors Association	1. Swedish Institute of Technology, 2. Sudhnuti Polytechnic Institute 3. NLC Mandra 4. Pak Hands Vocational Training Institute 5. CTTI	-
All districts of AJK	Tourism & Hospitality / Hotel and restaurant	~ 2144 / annum	1. Pakistan Hotel Association 2. Travel Agent Association 3. All restaurant Association of Pakistan	1. Hashoo Foundation 2. COTHIM 3. ITHEM	Yes (receptionist)
All districts of AJK	Energy & Power/ Hydro power generation	~ 965 / annum	1. AKCCI	1. NLC Mandra 2. CTTI 3. Swedish Institute of Technology 4. Kashmir Institute of Technology	-
Mirpur industrial Estate	Manufacturing/ Pharmaceutical and automobile parts	~ 400 / annum	Mirpur Chamber of Commerce and Industry (MCCI)	1. Swedish Institute of Technology 2. Kashmir Institute of Technology 3.Government Vocational Training Centre Mirpur 4. GTTI New City Mirpur	Yes (minor demand in receptionist, lab technician, graphic designer trades)

Key Recommendations

1. AJK does not have strong presence of local employer representative bodies (chambers, trade associations) except in Mirpur where Mirpur Chamber of Commerce and Industry (MCCI) exist. Therefore, it is suggested to:
   a. have further discussions with relevant national level sectoral associations having regional offices in AJK to become involved with the programme interventions e.g. Pakistan Hotel Association, Association of Builder & Developers Pakistan;
   b. conduct capacity building measures for Mirpur Chamber of Commerce and Industry to meaningfully engage them in related interventions.
2. Facilitate the key stakeholders in developing and coordination mechanism between employers and training providers for development, delivery and assessment of vocational qualifications;
3. Conduct an awareness raising campaign for employers and training providers on CBT&A.

4.6 Gilgit Baltistan (GB)

The study collected and analyzed data from the leading economic sectors of GB such as services, mining, energy and construction sectors. It infers following short-listed sectors/subsectors with high demand/potential for skilled workforce:

Sector	Sub sector
Hospitality and Tourism	Hotel and restaurants
Energy and Power	Hydro power
Construction	Infrastructure (dams, power plants and roads)

The table below summarises the geographical spread of these sectors/sub sectors, projected employment potential (including women) along with suitable business member organisations and TVET institutes:

Geographical Area Cluster Location	Sector/ Subsector	Employment Potential	Chamber/ Associations	Related Training Establishment	Potential for Women
All districts of GB	Construction/ Dams, roads and power plants	~ 1061 / annum	Chamber of Commerce and Industry GB	1. AKRSP 2. VTC Ziaban 3. VTC Al-Sakina 4. GPI Gilgit	-
Skardu, Hunza and Gilgit	Tourism & Hospitality / Hotel and restaurant	~ 1670 / annum	1. Pakistan Association of Tour Operators 2. GB Alpine Association 3. Trade Development Association of Pakistan 4. Pakistan Hotels Association	1. Hashoo Foundation 2. COTHIM 3. ITHM 4. AKRSP 5. VTC Nagar 6. VTC Gojal	Yes
All districts of GB	Energy/ Hydro power generation	~ 721 / annum	Chamber of Commerce and Industry GB	1. VTC Ziaban 2. VTC Al-Sakina	-

Key Recommendations

1. The economy of GB is based on artisan trades and small business units therefore; local business and industry associations have little or no presence in the region. Therefore, it is recommended to:
   a. In the short term, identify and work with individual enterprises having strong presence in the region for both employment and development/delivery of CBT&A qualifications;
   b. have further discussions with national level sectoral associations having regional offices in GB to become involved with the programme interventions e.g. Pakistan Hotel Association, Pakistan Association of Tour Operators;
   c. To ensure sustainability in the long run, conduct capacity building measures for Chamber of Commerce and Industry GB to meaningfully engage them in related interventions.
2. Awareness raising campaign is suggested for employers, job seekers and training provider on CBT&A;
3. Facilitate the key stakeholders in developing a coordination mechanism between employers and training providers for development, delivery and assessment of vocational qualifications.

4.7 Balochistan

The short-listed sectors or subsectors with high demand/potential for skilled workforce are:

Sector	Sub sector
Services	Logistics and supply chain; Customer services; Healthcare; Port handling
Tourism and Hospitality	Hotels and restaurants
Construction	Buildings and Roads
Agriculture	Fisheries; Minor crops
Industrial	Mining

The table below summarises the geographical spread of these sectors/sub sectors, projected employment potential (including women) along with suitable business member organisations and TVET institutes:

Geographical Area Cluster Location	Sector/ Subsector	Employment Potential	Chamber/ Associations	Related Training Establishment	Potential for Women
Gwadar, Quetta	Services/ Port Handling Customer Service Logistics Transportation Ware-housing	~900/annum	Pakistan International Freight Forwarders Association (PIFFA) Gwadar Port Authority (GPA) Balochistan Women Business Association (BWBA)	Women Technical Training College (TTC) PIFFA Training Institute Karachi	Yes (Customer Service, Logistics, Ware-housing)
Gwadar, Quetta & Gwadar– Kashgar route	Construction/ Buildings and roads	~2000/annum	Frontier Works Organisation (FWO) Gawadar Development Authority (GDA) GPA	TTC Quetta TTC Gwadar TTC Hub	-
Lasbela	Industrial/ Manufacturing Mining	~450/annum	Lasbela Chamber of Commerce and Industry (LCCI). Pakistan Marble Processing Association Lasbela Industrial Estate Development Authority	TTC Hub and LECU	-
Gwadar, Quetta & the Kashgar-Gwadar corridor	Hospitality & Tourism / Hotels	~500/annum	Pakistan Hotel Association (PHA) Karachi Pakistan Tourism Development Corporation Involve BWBA for Women involvement in the profession.	Women TTC, Quetta Government Vocational Training Institute Quetta	Yes (front desk, chef, sales, housekeeping, guest services)
Quetta, Ziarat, Mustang, Kalat, Pishin	Agriculture/ Minor Crop	No data available	Baluchistan Fruits & Vegetables Growers & Progressive Society Baluchistan Horticulture Cooperative Society Agriculture Training Women Division	Baluchistan Agriculture College. Quetta. Agriculture Research Institute Quetta. Agriculture Department- Women Division, Quetta.	Yes (kitchen gardening, bee keeping)

Key Recommendations

1. It is recommended to take a phased approach in implementation of support measures under the Programme in the following way:
   a. Immediate: Sectors Having Training Providers & ready NVQF qualifications
      - Industrial (Construction)
        - Connect with Lasbela Chamber of Commerce and Industry LCCI for possible partnership.
        - Conduct meeting with the training providers (mentioned in table above) for partnership on construction trades that are currently available under NVQF.
        - Conduct meeting with FWO for possible OJT of the candidates of construction trades.
      - Services (Supply Chain)
        - Conduct meeting with PIFFA for support to initiate the training in Supply Chain for trades that already have the NVQF qualifications
        - Take BWBA on board to promote women participation in these trades.
      - Services (Hotel)
        - Conduct meeting with PHA to support in the programs for which the NVQF qualifications and capable training providers exist.
        - Take BWBA on board for women participation.
   b. Review in 2018: Sectors Having employment potential and training providers but NVQF qualifications yet to be developed
      - Conduct review sessions with PIFFA, PHA, BF&VGPS, FWO and Ministry of Health for the sectors for which demand exists and training providers have capability but the NVQF qualifications are not available. Agree if the relevant qualifications can be developed by end 2018. Trades include warehouse, hotel management, housekeeping, pest management, tunnel & kitchen farming, bee keeping, mason, scaffolders, pavers, lady health workers, lab assistant and nurses
   c. Review in 2019: Sectors that require review in 2019. (Training Providers and NVQF qualifications not available)
      - Reassess in 2019 if appropriate training providers in Fisheries, Mining, Supply Chain and Minor Crops are in place and whether it makes sense to initiate development of NVQF qualifications
2. Develop and carryout capacity building measures for prominent trade associations and chambers of commerce in order to enable them to better perform their roles in TVET. Organisations that are recommended for capacity building are PIFFA, LCCI, PHA and BWBA

Annex 6.3: List of specific occupations identification as missing levels

Following is the status of missing levels development for 7 occupations

a. Heating, Ventilation, Air-Conditioning and Refrigeration (HVACR)

Qualification Title	Code	Development Status
National Vocational Certificate Level-4 in Mechanical Technology (HVAC Technician)	0714E&A05	New
National Vocational Certificate Level-3 in Mechanical Technology (Refrigeration Mechanic)	0714E&A06	New
National Vocational Certificate Level-2 in Mechanical Technology (Domestic AC Mechanic)	0714E&A07	Revised

b. Computer Aided Designing (CAD) / AutoCAD

Qualification Title	Code	Development Status
National Vocational Certificate Level-2 in Information Technology (AutoCAD)	0611ICT08	Revised
National Vocational Certificate Level-3 in Information Technology (REVIT & SKETCHUP)	0611ICT09	New
National Vocational Certificate Level-4 in Information Technology (3D Studio MAX)	0611ICT10	New

c. Automobile Electrician

Qualification Title	Code	Development Status
National Vocational Certificate Level-2 in Automobile Technology (Auto Electrician)	0716MSA04	Revised
National Vocational Certificate Level-3 in Automobile Technology (Auto Electrician)	0716MSA05	Revised

d. Machinist

Qualification Title	Code	Development Status
National Vocational Certificate Level-4 in Mechanical Technology (CNC Machinist)	0715MMT06	New
National Vocational Certificate Level-4 in Mechanical Technology (CNC Milling)	0715MMT07	New
National Vocational Certificate Level-4 in Mechanical Technology (CNC EDM Wire Cut)	0715MMT08	New
National Vocational Certificate Level-4 in Mechanical Technology (CNC Lathe)	0715MMT09	New
National Vocational Certificate Level-3 in Mechanical Technology (Machinist)	0715MMT10	Revised
National Vocational Certificate Level-2 in Mechanical Technology (Turner)	0715MMT11	New

e. Welding/Welder

Qualification Title	Code	Development Status
National Vocational Certificate Level 2 in Shielded Metal Arc Welding [Flat (1F, 1G) and Horizontal (2F, 2G) Positions]	0715MMT12	Revised
National Vocational Certificate Level 2 in Gas Metal Arc Welding [Flat (1F, 1G) and Horizontal (2F, 2G) Positions]	0715MMT13	New
National Vocational Certificate Level 2 in Flux Cored Arc Welding [Flat (1F, 1G) and Horizontal (2F, 2G) Positions]	0715MMT14	New
National Vocational Certificate Level 2 in Gas Tungsten Arc Welding [Flat (1F, 1G) and Horizontal (2F, 2G) Positions]	0715MMT15	New
National Vocational Certificate Level 2 in Submerged Arc Welding [Flat (1F, 1G) Position]	0715MMT16	New
National Vocational Certificate Level 3 in Shielded Metal Arc Welding [Vertical (3F, 3G) and Overhead (4F, 4G) Positions]	0715MMT17	New
National Vocational Certificate Level 3 in Gas Metal Arc Welding [Vertical (3F, 3G) and Overhead (4F, 4G) Positions]	0715MMT18	New
National Vocational Certificate Level 3 in Flux Cored Arc Welding [Vertical (3F, 3G) and Overhead (4F, 4G) Positions]	0715MMT19	New
National Vocational Certificate Level 3 in Gas Tungsten Arc Welding [Vertical (3F, 3G) and Overhead (4F, 4G) Positions]	0715MMT20	New
National Vocational Certificate Level 4 in Shielded Metal Arc Welding [All Positions (6G)]	0715MMT21	New
National Vocational Certificate Level 4 in Gas Metal Arc Welding [All Positions (6G)]	0715MMT22	New
National Vocational Certificate Level 4 in Flux Cored Arc Welding [All Positions (6G)]	0715MMT23	New
National Vocational Certificate Level 4 in Gas Tungsten Arc Welding [All Positions (6G)]	0715MMT24	New

f. Automobile Mechanic

Qualification Title	Code	Development Status
National Vocational Certificate Level-2 in Automobile Technology (Auto-Mechanic)	0716MSA06	Revised
National Vocational Certificate Level-3 in Automobile Technology (Auto-Mechanic)	0716MSA07	Revised
National Vocational Certificate Level-4 in Automobile Technology (Auto-Mechanic)	0716MSA08	New

g. Electrician

Qualification Title	Code	Development Status
National Vocational Certificate Level-2 in Electrical Technology (Domestic Electrician)	0713E&E18	Revised
National Vocational Certificate Level-3 in Electrical Technology (Industrial Electrician)	0713E&E19	Revised
National Vocational Certificate Level-4 in Electrical Technology (Instrumentation and Automation Electrician)	0713E&E20	New

Annex 6.4: List of packages contracted for development

Sr. No	Occupation/Trade
To be developed by GFA (This list has been approved by NAVTTC-notification also attached)	
1	Fan manufacturing technician
2	Surgical instrument manufacturing expert
3	Leather and general garment expert
4	Leather processing technologist
5	Cheff
6	Industrial garment and stitching technician
7	General and folding furniture technician
8	Heavy machine operator and technician
9	Industrial rig. and domestic pipe fitter
10	Plastics and moulding expert
11	Pharmaceutical manufacturing technician
12	Tourism and hospitality expert
Remaining 16 to be developed by GFA during 2019 is in process of selection and finalization)	
To be developed by Regional teams	
1	Shoe Manufacturing Technician -Punjab
2	Building Electrician Solar PV Panel System Technician-KP
3	Marble Handing, cutting and Polishing -KP
4	Grinding & Polishing - Punjab
5	Pine nut processor - KP/FATA
6	Beautician - Punjab
7	Assistant Nurse - Punjab
8	Printer / Printing & Packaging Operator - - Sindh
9	Assistant Pharmacist - - Punjab
10	Freight forwarder & shipping Associate - Sindh

Annex 6.5: List of 21 packages to be implemented

1. National Vocational Certificate Level 2 in Textiles (Pattern Drafting & Grading)
2. National Vocational Certificate Level 2 in Fine Arts (Ceramist)
3. National Vocational Certificate Level 4 in Information Technology (E-Commerce)
4. National Vocational Certificate Level 3 in Information Technology (Call Center Agent)
5. National Vocational Certificate Level 1 in Electrical Equipment Installation and Repair
6. National Vocational Certificate Level 2 in Electrical Equipment Installation and Repair
7. National Vocational Certificate Level 1 in Electric Machine Technician
8. National Vocational Certificate Level 2 in Electric Machine Technician
9. National Vocational Certificate Level 1 in Electrical-Electronic Assembler EEA
10. National Vocational Certificate Level 2 in Electrical-Electronic Assembler EEA
11. National Vocational Certificate Level 2 in Industrial Electrician
12. National Vocational Certificate Level 2 in Automotive Technology (Auto Electrician)
13. National Vocational Certificate Level 3 in Textiles (CAD/CAM Operator)
14. National Vocational Certificate Level 2 in Construction (Architecture Drafting)
15. National Vocational Certificate Level 3 in Plumbing cum Solar Water Heating Technology
16. National Vocational Certificate Level 2 in Agriculture (Cotton Processing)
17. National Vocational Certificate Level 2 in Agriculture (Citrus Production)
18. National Vocational Certificate Level 4 in Livestock (Livestock Supervisor)
19. National Vocational Certificate Level 3 in Hospitality (Chef de Partie)
20. National Vocational Certificate Level 4 in Hospitality (Sous Chef)
21. National Vocational Certificate Level 3 in Hospitality (Food and Beverage Captain)

Annex 6.6: Details of CBT&A continued from TVET II (Result 1)

Province/ region	Enrolment in CBT&A courses	Enrolment by M/F		Total number of trainees assessed	Total number declared competent
		M	F		
AJ&K	1,940	850	1,090	128	88
GB	21	0	21	0	0
Punjab	2,738	1,587	1,151	0	0
Sindh	487	327	160	325	280
KP	1,233	1,087	146	1,033	945
Baluchistan	53	18	35	39	39
Total	6,472	*3,869*	*2,603*	1,525	1352

(Source: Project Annual Progress Report 2017).

Annex 6.7: CBT&A under implementation (Developed During last Phase but being implemented during TVET-III))

SN	NVQ	Institute	Enrollment	
			Total	Female
Punjab				
1	Pattern Drafting & Grading Level-2	STEP Institute (Institute of art design and mgt.)	20	
2	Auto Electrician Level-2	GTTI Kasoor	3	
3		GTTI Chichawatni	20	
4		GTTI Rahim yar Khan	10	
KP/FATA				
1	NVC Level 2 Plumbing cum Solar Water Heating Technology	GTVC (B) Abbottabad.	2	
2		GTVC (B) Mardan		
3		SVTI Gadoon,Topi Swabi	8	
4		GTVC(B), KTS HARIPUR	10	
5		GTVC Yar Hussain Swabi	18	
6		SVTI Khaki Mansehra	27	
7		GTI Ekkaghund Mohmand Agency	17	
8		Captain Asfandyar Bokhari Shaheed VTC	9	
9	NVC Level 2 Industrial Electrician (IE)	Captain Asfandyar Bokhari Shaheed VTC	41	
Sindh				
1	NVC Level 2 in Domestic Worker (Housekeeping)	ISRA University	14	
2	NVC Level 2 in Construction Technology (General Electrician)	SZABIST ZABTech iTVE	80	
3	NVC Level 2 in Automotive Technology (Auto Mechanic)	Skills Development Council	21	
5	NVC Level 2 in Information Technology (Office Assistant)	Skills Development Council	22	6
6	Level 2 in Mechanical Technology (Welding)	HUNAR Foundation	19	
8	NVC Level 3 in Textiles (CAD/CAM Operator)	Pakistan Readymade Garments Technical Training Institute	20	2
9	NVC Level 2 in Textiles (Pattern Drafting & Grading)	Pakistan Readymade Garments Technical Training Institute	15	
10	NVC Level 4 in Information Technology (E-Commerce)	Pakistan Readymade Garments Technical Training Institute	22	6
11	NVC Level 2 in Mechanical Technology (Machinist)	Pakistan Chemical and Energy Sector Skills Development Company	20	
12	NVC Level 2 in Automotive Technology (Auto Electrician)	VTI Larkano	25	
Balochisatn				
1	NVC Level 2 in Information Technology (Office Assistant)	Women TTC Quetta	20	20

2	NVC Level 2 in Hospitality (Cook)	Women TTC Quetta	20	20
3	NVC Level 2 in Automotive Technology (Auto Electrician)	Technical Training Center Quetta	20	
4	NVC Level 2 in Mechanical Technology (Welder)	Pak German TTC Hub	40	
5	NVC Level 2 in Electrical Technology (Industrial Electrician)	Pak German TTC Hub	20	
6	Level 2 in Mechanical Technology (Machinist)	Pak German TTC Hub	20	
7	NVC Level 2 in Information Technology (Office Assistant)	Balochistan Women Business Association	40	40
8	NVC Level 4 in Information Technology (E-Commerce)	Balochistan Women Business Association	40	40
9	3. NVC Level 2 in Hospitality (Cook)	Balochistan Women Business Association	40	40
10	NVC Level 2 in Automotive Technology (Auto Mechanic)	Government College of Technology	50	
11	NVC Level 2 in Electrical Technology (Electrical Equipment Installation and Repair)	Government College of Technology	100	
12	NVC Level 2 in Information Technology (Office Assistant)	Government Polytechnic Institute for Girls	40	40
		Total	**893**	**214 (24%)**

(Source: Project MIS May 2018)

Annex 6.8: Details of Institute Heads Training

Trade	Duration	Target			Enrolled to date		
		Male	Female	Total	Male	Female	Total
Institutional Management training	8 weeks including 6 weeks in distance mode	35	15	50	41	10	51
Total		**35 (70%)**	**15 (30%)**	**50**	**41 (80%)**	**10 (20%)**	**51**

Annex 6.9: Assessor's Training

SN	Dates	Sector/Trade	Duration	Reporting Period	Training Completed		
					Male	Female	Total
1	22-26 May 2017	Multiple trades in one batch of training as per nominations provided by NAVTTC. Trades includes such as Auto, Welding, Electrical, AutoCAD, Machinist, Dressmaking, Fashion Designing, Solar PV, IT, Logistics Services etc.	5 days	01 January, 2017 to 31 March, 2018	08	06	14
2	24-28 July 2017		5 days		14	12	26
3	21-25 August, 2017		5 days		25	02	27
4	18-22 Sept, 2017		5 days		24	01	25
5	Oct 30 - Nov 03, 2017		5 days		23	01	24
6	21-23 Nov, 2017		5days		14	06	20
7	5-8 Dec 2017		5 days		11	05	16
8	15-19 January, 2018		5 days		19	10	29
9	22-26 January, 2018		5 days		19	05	24
10	6-9 February, 2018		5 days		17	09	26
11	12-16 February, 2018		5 days		19	08	27
12	26 Feb-2 March, 2018		5 days		12	08	20
13	5-9 March, 2018		5 days		25	04	29
14	6-9 March, 2018		5 days		21	05	26
15	26-30 March, 2018		5 days		14	07	21
16	Total till March 2018				265	89	354

Source: Project MIS/Database May, 2018

Annex 6.10: Training Fund details (Institutes, Trainees by Gender and Trades and Partnering Enterprises)

Names of Partners		Location	No. of Trainees		Selected NVQs	Partnering Enterprises	Partnering Association
			Male	Female			
Balochistan Partners							
1	Government College of Technology (Dept. of Higher & Technical Education)	Quetta	150	-	- Level 2 - Electrical Equipment Installation and Repair - Level 2 - Auto-Mechanic	17	0
2	Government Polytechnic Institute for Girls (Dept. of Higher & Technical Education)	Quetta	-	120	- Level 2 - Dress Making - Level 2 - Office Assistant - Level 2 - Computer Operator	5	1
3	Women Technical Training Center Quetta (Dept. of Labour and Manpower)	Quetta	-	60	- Level 2 - Computer Operator - Level 2 – Cook - Level 2 - Office Assistant	13	0
4	Technical Training Center (Boys) Quetta (Dept. of Labour and Manpower)	Quetta	60	-	- Level 2 - Computer Operator - Level 2 – HVAC - Level 2 - Auto Electrician	8	0
5	Pak German Technical Training Centre, Hub (Dept. of Labour and Manpower)	Hub	120	-	- Level 2 - General Electrician - Level 2 - Industrial Electrician - Level 2 – Machinist - Level 2 - Welder	14	0
6	Gems and Jewellery Training & Manufacturing (Ministry of Industries and Production)	Quetta	60	40	- Level 2 - Jewellery Manufacturing (Somuk) - Level 2 - Gemstone Carving - Level 2 – Gemmology - Level 2 - Gemstone cutting and polishing	6	1
7	Balochistan Women Business Association (Local NGO)	Quetta	-	180	- Level 3 - Fashion Designing - Level 2 - Dress Making - Level 2 - Office Assistant - Level 4 - E-commerce - Level 2 - Cook	13	1
8	Taleem Foundation (Local NGO)	Sui	110	50	- Level 2 - Computer Operator - Level 3 - Computer Graphics – Print - Level 2 - Dress Making - Level 1 - Crop Production (cotton picking) - Will be replaced	4	0

Balochistan Total:			**500**	**450**	**19 Trades one-time (overall 30 trades implemented)**	**80**	**3**
Sindh Partners							
9	Vocational Training Institute - Buffer Zone	Karachi	-	180	- Level 2 in Information Technology (Office Assistant) - Level 2 in Information Technology (Computer Operator) - Level 2 in Beauty Care (Beauty Therapy) - Level 3 in Textiles (Fashion Designing) - Level 3 in Information Technology (Auto CAD)	9	1
10	Aman Institute for Vocational Training (AIVT)	Karachi	150	-	- Level 2 in Information Technology (Office Assistant) - Level 2 in Mechanical Technology (Heating, Ventilation & Air Conditioning) - Level 2 in Mechanical Technology (Welder) - Level 2 in Automotive Technology (Automobile Mechanic) - Level 2 in Construction Technology (General Electrition)	11	0
11	Vocational Training Center (girls) Korangi 2 1/2	Karachi	-	180	- Level 2 in Textiles (Dress Making) - Level 2 in Information Technology (Office Assistant) - Level 2 in Information Technicology (Graphic Designer - Print) - Level 2 in Beauty Care (Beauty Therapy) - Level 2 in Hospitality (Cook)	11	0
12	Government Polytechnic Institute for Women, Korangi 3 1/2	Karachi	-	150	- Level 2 in Beauty Care (Beauty Therapy) - Level 2 in Information Technology (Computer Operator) - Level 3 in Textiles (CAD/CAM Operator) - Level 2 in Textiles (Dress Making)	7	0
13	Government College of Technology (Girls) Karimabad, Karachi	Karachi	-	100	- Level 2 in Information Technology (Computer Operator) - Level 2 in Information Technology (Office Assistant) - Level 2 in Textiles (Dress Making) - Level 2 in Hospitality (Cook)	9	1

14	Government Polytechnic Institute for Women - Landhi	Karachi	-	105	- Level 3 in Textiles (Fashion Designing) - Level 2 in Textiles (Dress Making) - Level 2 in Information Technology (Computer Operator)	10	0
15	Engro Foundation	Dadu, Nausharo Feroze, Khairpur, Larkana	800	450	- Level 4 in Livestock (Dairy Supervisor) - **part qualification** - Level 4 in Agriculture (Farm Supervisor) - **part qualification**	1	0
16	Skills Development Council	Karachi	120	80	- Level 2 in Automotive Technology (Auto Mechanic) - Level 2 in Automotive Technology (Auto Electrician) - Level 2 in Beauty Care (Beauty Therapy) - Level 2 in Information Technology (Computer Operator) - Level 2 in Information Technology (Office Assistant) - Level 2 in Business Administration (Customer Service & Sales Assistant)	23	0
17	The Hunar Foundation	Karachi	200	80	- Level 2 in Mechanical Technology (Welding) - Level 2 in Mechanical Technology (Machinist) - Level 2 in Mechanical Technology (HVAC) - Level 2 in Plumbing cum Solar Water Heating Technology - Level 2 in Construction Technology (General Electrition) - Level 2 in Beauty care (Beauty Therapy) - Level 2 in Beauty care (Hair Styling)	5	0
18	Pakistan Chemical Energy Sector Skills Development Company (PCESSDC)	Dhaharki	120	40	- Level 2 in Mechanical Technology (Welding) - Level 2 in Mechanical Technology (Machinist) - Level 2 in Mechanical Technology (Welder & Fabricator) - Level 3 in Information Technology (Web Designing & Development)	3	0
19	Karigar Training Institute	Karachi	195	-	- Level 2 in Mechanical Technology (Heating, Ventilation & Air Conditioning) - Level 2 in Electrical Technology (General Electrician)	3	0

					- Level 2 in Plumbing cum Solar Water Heating Technology		
20	Vocational Training Institute Larkana	Larkana	75	-	- Level 2 in Construction Technology (General Electrician) - Level 2 in Automotive Technology (Auto Mechanic) - Level 2 in Automotive Technology (Auto Electrician)	13	0
21	Vocational Training Center Naushahro Feroze	Naushahro Feroze	100	-	- Level 2 in Construction Technology (General Electrician) - Level 2 in Information Technology (Computer Operator) - Level 2 in Mechanical Technology (Heating, Ventilation & Air Conditioning) - Level 2 in Automotive Technology (Automobile Mechanic)	10	0
22	Isra University	Hyderabad	150	50	- Level 3 in Information Technology (Auto CAD) - Level 3 in Business Administration (Logistics & Supply Chain Assistant) - Level 2 in Business Administration (Customer Service & Sales Assistant) - Level 2 in Beauty Care (Beauty Therapy) - Level 2 in Domestic Worker (Housekeeping)	12	0
23	Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology (SZABIST ZABTech)	Hyderabad, Larkana, Shaheed Banazirabad, Khaipur	540	180	- Level 2 in Beauty Care (Skin Care) - Level 2 in Beauty Care (Hair Styling) - Level 2 in Mechanical Technology (Heating, Ventilation & Air Conditioning) - Level 2 in Construction Technology (General Electrician) - Level 3 in Textiles (Fashion Designing) - Level 2 in Textiles (Dress Making) - Level 3 in Information Technology (Web Designing and Development) - Level 2 in Information Technology (Computer Operator) - Level 3 in Information Technology (Auto CAD) - Level 2 in Business Administration (Customer Service & Sales Assistant)	93	0

24	Pakistan Readymade Garments Technical Training Institute(PRGTTI)	Karachi	170	130	- Level 2 in Textiles (Dress Making) - **part qualification** - Level 3 in Textiles (CAD/CAM Operator) - Level 2 in Textiles (Pattern Drafting & Grading) - Level 3 in Textiles (Fashion Designing) - Level 4 in Information Technology (E-Commerce) - Level 2 in Business Administration (Customer Service & Sales Assistant) - Level 3 in Business Administration (Logistics & Supply Chain Assistant)	6	0
25	Karachi Tools Dies and Moulds Centre (KTDMC)	Karachi	120	-	- Level 3 in Information Technology (Auto CAD) - Level 2 in Mechanical Technology (Machinist) - **part qualification**	5	0
Sindh Total:			**2,740**	**1,725**	**28 Trades one-time (overall 79 trades implemented)**	**231**	**2**
Grand Total:			**3,240**	**2,175**	**37 Trades one-time (overall 109 trades implemented)**	**311**	**5**

Annex 8: List of notifications issued

SN	Issuing Authority	Reference	Topic area	Date
Federal				
1.	NAVTTC	1-2/2011/13-DD(VT)	Notification for Assessors qualifications (Level 2-4) under NVQF	13.06.2017
2.	NAVTTC	1-1/2017- SS&C	Establishment of NVQF Support Unit (NSU) at NAVTTC	13.06.2017
3.	NAVTTC	5(1)/2012-NVQF	NVQF Manual with three operational manuals (1. Development of NVQs, 2. Assessment of NVQF qualifications, 3. Management of NVQF)	27.10.2017
4.	NAVTTC	6(58)/2016- Coord	Establishment of Sectors Skills Council (construction)	26.12.2017
5.	NAVTTC	6(58)/2016- Coord	Establishment of Sectors Skills Council (hospitality sector)	26.12.2017
6.	NAVTTC	2(4)/2015-S&C (Notification)	Competency standards for National Vocational Certificate level 4 in Electrical technology - Building technology Solar photovoltaic system technician; National Vocational Certificate level 1-4 in Foot ware manufacturing industry- “Shoe technician”	16.02.2018
7.	NAVTTC	2(4)/2015-S&C (Notification)	Competency standards for National Vocational Certificate level 2-4 in Food processing – Pine Nuts/Chilgoza Processor	12.01.2018
AJK				
8.	AJK TEVTA	Annual development budget AJK TEVTA 2017-2018	Allocation of PKR.210 million for shift in training and assessment from traditional to CBT&A approach.	
9.	AJK TEVTA	835-40	Establishment of NVQF Support Unit (NSU) at AJK TEVTA	25.07.17
10.	AJK TEVTA	11669-37	Notification traditional vocational and technical courses to competency based training courses	12.10.2017
11.	AJK TEVTA	11802-03	Establishment and operationalization of IMCs	17.10.2017
KP/FATA				
12.	Industries, Commerce and Technical Education Department, KP	AEA (IND) 11-15	Establishment of TVET Advisory Forum to support implementation of TVET sector reforms in KP province	10.05.2017
13.	Industries, Commerce and Technical Education Department, KP	SO III (IND) 11-15	Notification for revised board of directors of KP TEVTA in line with the TVET III indicators (50% representation of private sector and women)	10.05.2017
14.	KP-TEVTA	KP-TEVTA/Acad/2806 (1-5)	Notification to TTB and institutions of KP province	21.06.2017

			- to continue implementing the CBT&A based qualifications where they have already replaced the traditional vocational and technical courses; and - intention of KP government to gradually replace traditional courses with CBT&A qualifications.	
15.	KP TTB	TTB/CBT&A/8478	Notification to all TVET institutions of KP province to continue implementing the CBT&A based qualifications where they had already replaced the traditional vocational and technical courses	22.06.2017
16.	KPTEVTA	KP-TEVTA/Admin/3067(1-4)	Notification regarding establishment of SPEC Skilled workforce development committee on technical education	17.07.2017
17.	KPTEVTA	KP-TEVTA/3953(1-5)	Constitution of Technical Working Group-TWG on Recognition of Prior Learning (RPL)	28.09.2017
18.	KPTEVTA	KP-TEVTA/3952(1-5)	Constitution of Technical Working Group-TWG on Institute Management Committee (IMC)	28.09.2017
19.	KPTEVTA	KP-TEVTA/3951(1-5)	Constitution of Technical Working Group-TWG on Training	28.09.2017
20.	KPTEVTA	KP-TEVTA/ACADEMICS/COE/3923 (1-7)	Govt Teachers Technical Training Centre declared as CoE for KP	27.09.2017
Sindh				
21.	Government of Sindh, Universities and Boards Department	SO (C-I) / eMS / IV (44) / 63/ 2014:	Notification for Rules of Business for Institute Management Committees (IMC)	30.05.2017
22.	S-TEVTA	STEVTA/Dir/Admin/2016-17	Constitution of Technical Working Group on Training Fund	26.05.2017
23.	S-TEVTA	STEVTA/OPS/GIZ/PF/221/2017	Establishment of TVET Advisory Forum to support implementation of TVET sector reforms in Sindh province	01.06.2017
24.	SBTE	SBTE/Estt/2017/1316	Notification of CBT Committee	21.07.2017
25.	S-TEVTA	D(op)/M&E/Digi/Adl/2331/2017	Notification of M&E system at Sindh	07.12.2017
Punjab				
26.	Government of Punjab Industries, Commerce and Investment Department	PIU-PSDP/M&E/1-18/2015(PSF)	Establishment of Punjab Skills Advisory Forum to support implementation of TVET sector reforms in Punjab province	18.12.2017
27.	Government of Punjab Industries, Commerce and Investment Department	PIU-PSDP/M&E/1-18/2015(PSF)	Constitution of Technical Working Group on Light Engineering Sector	18.12.2017
28.	Government of Punjab Industries, Commerce and Investment Department	PIU-PSDP/M&E/1-18/2015(PSF)	Constitution of Technical Working Group on Services Sector	18.12.2017

29.	Government of Punjab Industries, Commerce and Investment Department	PIU-PSDP/M&E/1-18/2015(PSF)	Constitution of Technical Working Group on Leather/Footwear Manufacturer Sector	18.12.2017
30.	Government of Punjab Industries, Commerce and Investment Department	PIU-PSDP/M&E/1-18/2015(PSF)	Constitution of Technical Working Group on Construction Sector	18.12.2017
31.	Government of Punjab Industries, Commerce and Investment Department	PIU-PSDP/M&E/1-18/2015(PSF)	Constitution of Technical Working Group on Textile Sector	18.12.2017
32.	P-TEVTA	TEVTA/GM(Ops)/BOM/41/939	Notification of role of District Board of Management	10.10.2017

(Source: Project MIS 2018)

Annex 9: Field Notes

Annex 9.1: Punjab notes

Sub/components	Respondents	Relevance - The extent to which the project has been consistent with, and supportive of, the current policy and project framework within which the Project is placed, the EC's Country Strategy Paper, new EU Consensus on Development, localized SDGs and Pakistan's development policy and TVET Policy.
CBT&A	**PVTC**	Project stakeholders at TEVTA, institutes, PVTC see relevance of the project design. All consider that the interventions are rightly designed to address the needs of the country and also is relevant to the Punjab Growth Strategy. Chapter 4 of the strategy emphasizes TVET. The meeting participants also informed about absence of a robust body with focused objective to look after teacher training in a planned way. The project objective of developing a system helps to develop excellence within the institution. It may get attention of the government and stakeholders while contributing to teacher training and enhancing their expertise.
		The CBTA is highly appreciated on the ground that the conventional training has limitations such as much focus on theory, time-bound and institute based training. They are output oriented rather than competency and have therefore, limited employment outcome. The employer participation is very limited. Unlike this CBTA are competency based, employment oriented which calls for reform in training regime. It requires market relevant machine and equipment, trained teachers and assessors.

Sub/components	Respondents	Effectiveness- To which extent the planned benefits are being delivered and received, as perceived by key stakeholders (including women and men);
		Project has helped development of 5 year plan of Industry Department.
PSAF		At least PSAF has been a forum for donors to sit and exchange. It is super body with TEVTA, PVTC and PSDA (Punjab Skills Development Authority).
		TEVTA has emphasis on level 5 DAE level. As the CBTs are only for short courses. So challenge is how to operationalize NVQF. University concept is being replicated in other provinces KP and Islamabad. DAE has 20% quota in universities. NVQF need to equivalency.
		Staff turnover is high in PTEVTA. TEVTA wants to have strategic reform.
		CBTA is functional, there is stronger participation of BIAs. It is embedded at the operational level.
MIS		PTEVTA has its own MIS and linked to NSIS.
		Standing Committee under BIAs.
Agreements		Agreements done for 2017 but it is at the discretion of training providers.

Sub/components	Respondents	Relevance- The extent to which the project objectives, intervention logic, interventions and indicators are relevant to the TVET governance and training system related problems.
CoE	**GiZ**	Teacher and student training is combined now in the new CoE concept. Three models of CoE - a) Conversion of existing institute into teacher training institute, the CoE (NTB at the federal level) and b) STIs combined with existing training institute (example Mugalpura) and c) existing student training institute upgraded to CoE by introducing teacher training (Kotri in Sindh). Its not single management approach.
NVQ		NVQF was notified in 2015.
	Punjab	NVQ is very important to standardize TVET in Pakistan
CBTA	**PVTC**	In order to maintain consistency with international TVET system, adoption of CBT&A and NVQF was necessary
SSCs		Objectives - study labor market; policy and develop qualifications and OJT and employment facilitation.
VC and JP	**PVTC**	The respondents informed need of VC and JP to enhance the institutes' performance.
	PFMA	The Leather Manufacturers Association was in operation for the last 3.5 years but they had experienced shortage of skilled workforce in their factories. Therefore, the TVET III intention to support industries to prepare workforce with skills matching the industry needs is highly relevant. The employers from construction companies also agree with the project achievement.
	PTEVTA COO	A whole picture is not in place, i.e. the GIZ interventions are bits and pieces tried to put together. For instance, he is interested to have a strategic plan and results framework for Punjab TEVTA for the next five years and then interventions could be drawn from there. He gave specific example of HRD plan (it was interesting as GIZ prepared such a document which in consultant surprise was reported to be nonexistent. It is a typical example of absence of collaboration with TEVTA. No logical sequence of interventions. Consultants disagree but it is due to limited communication). These interventions are brought from outside, not to address the local needs. Capacity constraints of TEVT needs to be addressed than GIZ working directly with institutes. Unless CBT is implemented together with M&E and expertise, less helpful. These are 'Islands of Success within conventional context'. Cart before the horse; Old habits die hard.
		Overall assessment, identification of organizational gap, results ascertained and interventions planned; then chip the interventions with the Broader Reform Plan. Things have to be conceived strategically. There is disconnect between HQ and Field.
		'There is lack of coordination among donors. I am eager to know the outcomes. Give me a single example of successes.
		Management empowerment: M&E system; no serious recommendations; institutional assessment is a need.
		Without detailed framework, interventions are made. Use of training? What is the outcome? Whatever outcomes have been made, need to be discussed with TEVTA. M&E system should in place. Management capacity deficit. We want to negotiate with partners.
		HRD plan - no partners are trying to understand and act accordingly. No evaluation of TEVTA staff.

		There is no ownership of development interventions made. No consultation made with TEVTA.
BIAs engagement	**P FMA**	Identified priorities, collaborated for developing qualifications and training is planned with PVTC. Similarly, Solar technicians course was identified and training has been already started.
Sub/ components	**Respondents**	Effectiveness - To which extent the stakeholders (including women and men) were engaged in the different milestones.
Curriculum Process	**Past**	NAVTTC identifies needs, calls experts and organizes DACUM workshop. The results go through the industrial validation followed by banding and then again consulted with experts.
	Now	Now this can be done in Lahore and send to NAVTTC for approval
		Now PSAF can develop consensus on resolutions against specific problems.
Other donors		DFID mainly on training, TVET III is on system development.
		WB has some involvement in PSDP.
IMC		In Punjab, instead of IMC, DBOM are active. Employers are also engaged in Tehsil Management Committee (TMC). All members of TMC is private. Principal reports to TMC. Area manager is secretary of DBOM.
		Institute management training is organized in ISB.
		HOD and management training is focused on CBT awareness.
Assessors	**Salman Shah**	NAVTTC manages assessors training and maintains pool of assessors. DACUM workshop was carried out by TITI and was nominated for the assessors training. Certified as Level 4 assessor. Workshop was organized by GIZ. NAVTTC developed national qualification, notified to provincial TEVTAs, uploaded in web. Earlier the assessment was in English, now in Urdu.
		Earlier there was only L1 but was useless for assessors, now three more levels 2,3 and 4 have been developed. Ideally, it should be QAB system instead of NAVTTC.
management	**PVTC**	15 members and 3 of them are government unlike other institutes. PS members include finance, industry, service etc. There are 36 DBOMs, one in each 36 districts.
		Each teacher is trained once a year.
sources of funding	**PVTC**	Sponsored training; government of Punjab and international donors.
VC and JP		15 VC and JP under TVET III. It was placement before, now counselling is added. It is build in the institute and existing staff service the unit. Before employment was recorded at 43%. Now mainly because of systematic record keeping, it has reached to 75%.
		40 master trainers trained

Sub/components	Respondents	Effectiveness- To which extent the planned benefits are being delivered and received, as perceived by key stakeholders (including women and men);
TVET plan implementation	National	Work in progress; drafts prepared and shared with private sector Implementation in Sindh started, and FATA and GB

	Balochistan	Case of Baluchistan is special; governance is difficult; only one person in TEVTA
Sector studies	PTTB	Sector study has been conducted and the draft was shared in a workshop. But it has been over six months stakeholders are waiting for the report but has not been shared yet.
Overall	TEVTA	The Project Plan is not shared with TEVTA, not disseminated. Small brochure could be helpful. There was discussion but not planned preparation. It is not shared properly. There is very little attention towards the demand side. TEVTA knows its needs better.
BIAs		Establishment of Punjab Skills Advisory Forum which is chaired by Planning and Development Board and is notified. A joint secretariat has been being established with Industry Department. All the donors and technical agencies including World Bank, DFID, UN and JICA are its members.
		They were involved in developing competency standards/qualifications
		Number of members increased in P-TEVTA. P-TVETA - 67% BIAs membership PVTC- 80%; BTEVTA 4/18 (22% is private sector)
		Linkages between industry and institutes still not well established. DBOMs are growing but still this relationship needs to be strengthened.
		Role of BIAS in Punjab- Identification of sectors; prioritization of trades and OJT and employment facilitation.
IMC		District Board of Management instead of IMCs are functional. They have rights on staff and financial management. All the members of Tehsil Management Committee who are members of private sector are members of DBOMs.
		5 out of 17 institutes are female institutes.
CoE		NAVTTC DG visited the Mughal Pura STI and assessed the preparations; observed institute facility, premises. The concept is still in initial stage. It relies on TVETA for all resources. The STI is waiting for decision for starting of operations. Currently Master Trainers are trained by resource persons. Cascade down approach actually is a need. There is no arrangements for private teachers training. Chief trainer/ HoD could focus on specific trade, have broader vision and plan. S/he can plan as per the Institute requirements. CBT is a challenging issue. The CBT courses are not in sequence. The DAE courses can't be offered CBT due to lack of different levels required to complete a certain degree. All assessors do not have technical skills, they have gaps. Assessors were also from industry (at least one example, there were two assessors from industry).
	TEVTA	TEVTA considers they have identified the institute, done with assessment of labs. Labs are finalized but further program lies with GIZ.
		The plan, target and objectives are not clear for TEVTA. The focus is on completing numbers. TVET III is not different from T1 and T2. Institutional capacity of CoE is weak. Capacity of TEVTA is also weak. Skills up gradation is necessary but if it is not build in system, it will disappear after GIZ leaves. Implementation of NVQF is unclear. Things are not interlinked and not coordinated. We are in 'air'.

NVQF	Punjab	Earlier packages were not customized local conditions, the standards developed were not fully matching with local standards; New packages should take into account the inputs, lessons learned from the previous phase. languages,
		NVQ registry system; The PTEB takes registration for accreditation of institutes.
NSU		NVQS Support Unit has been established in Punjab as part of Academic Department and is planned to be staffed. It helps institutionalizing NVQS process. This plan has been accepted as one step towards institutionalization as reported by TTB Punjab Executive Director. TEVTA is supposed to staff the NSU.
	PVTC	The NVQF manuals are now revised and reduced to 4 unlike 11 in the past.
CBTA	TVET III	While defining the levels and specific nomenclature of specific occupation, they follow International Standard Education Coding (ISEdC) however while localizing them, they consult relevant experts in TEVTAs and employers.
	TEVTA	CBT currently not for all trades. It should be for both domestic and export purpose. CBT curricula needs to be revised.
	PVTC	PVTC implemented beauty therapy courses in TVET II phase but due to absence of trained teachers, assessors they had stopped which is not addressed and it is re-continuing the CBT packages in beauty therapy and computer operator courses. Earlier all the courses were conventional which are now slowly moving towards CBT. However, regardless of type of curriculum, PVTC has made OJT compulsory.
		Implementation of CBT courses was supported by TVET III with workshops and equipment for upgrading lab was available during last phase. This upgrading helped continuing courses such as beauty therapy. But earlier trained teachers as well as assessors were not available. Now this gap is fulfilled. (beauty therapy has 3 levels whereas Beautician (traditional course) did not have any levels.
		Quality of training is assured through various methods such as 90% attendance, formative assessment, OJT and written and practical tests.
	GSTI Mughalpura	The schools have plan to start CBT Electrician and Welding courses under Prime Ministers Program. CBT courses are good but there is lack of equipment and courses are in English. National certificates are not issued so far. This has been a nationwide issue.
	PBTE	Only 6 institutes are affiliated for CBT; 5 GVTI (beauty therapy; hair styling; skin therapy and computer operator)
Females	PVTC	There are more females in CBT courses such as Beauty Therapy and tailoring.
CS	PVTC	There are gaps in levels for instance in mechanical it is prepared up to Level 3. Hover, trainees need to see complete package showing how different levels would help them complete qualifications. For example to complete 3 year DAE course, one needs L5 competencies but currently it does not exist.
BIAs	PVTC	PVTC Council has majority members from business and industry with 3 out of 15 from government. The private sector membership include from finance, industry and service. At the institute level, there are 36 DBOMs, one in each 36 districts in Punjab. PVTC is in coordination with chamber of commerce of Faisalabad, Multan and Sialkot and Lahore.

	PWCCI	Punjab Women CCI considers the project support as handholding in creating understating in skills development. They were consulted and taken on board on project activities. The purpose of collaboration was to mainstream gender concepts, issues and develop programs accordingly. The commitment of the current and ex chair and other senior member was convincing was an unconventional evidence of their engagement in project activities.
Infrastructure	PVTC	Operationalization of CBT requires market relevant infrastructure which is available with GIZ support.
Teacher training -		Teacher training is in progress for CBT operationalization and assessors preparation. There are now evidences of availability of CBTA teachers and assessors. Government, donors are also sharing costs in teacher training.
		independent or integrated system
HRD		HRD strategy was developed during TVET II. However, as per COO of Punjab there is acute need of such a strategy to put planned HR development in place. It is a critical need of TEVTA.
VC&JP		VC&JP has been tested tool to establish information sharing platform for both institute and market. More than 75% of the institutions they have established VC&JP. Student information is first entered at institute level which then appears at QAB and NAVTTC NVQF registry. Currently, this information system is used for CBTA and RPL operationalization.
	GVTI P	VC&JP is in place and active. Learning its importance, the institute principal himself liaises with industry. He visited Honda and Orient Industry and entered into OJT with them for 2 months long OJT for the institute students. These students get PKR 5000 per month during OJT
		Currently, more than 75% of institutes have VC and JP unit. Of them, 15 were established under TVET III. 40 master trainer were trained for VC and JP who trained 137 trainers at the institute level.
		Earlier institutes had placement unit but with TVET III, career council component has been added.
CBT assessors		CBT assessors are pool of TVET professionals including TEVTA officials and training institute teachers. (Salman Shah TEVTA Academic department, certified assessor. Certified Level 4 assessor). Assessors are not prepared for all levels. Training was in English. Manuals exist for levels 2 to 5. Few staff from PTTB have been trained as assessors.
RPL		Assessment centers are not accredited, nor is the infrastructure available corresponding to the market needs. The level of understanding with the RPL entrants and market is big. They are not prepared for assessment.
CB		TVET III provided training at various levels - Institute manage training in ISB, and assessors (Lead assessors and assessors) training locally. Head of Department and managers were provided with awareness on CBT.
PSAF		Punjab Skills Advisory Forum (PSAF) - TVET system is noted for fragmentation and lack of coordination. It has been easy after this forum. Members in forum: public sector, chairman is P&E, secretary is Industry Department, TTC, PVTC; private sector - all CCI
		So far 2 meetings held with 62 and 70 participants; 5 technical working group established. The meeting was chaired by Chair of P&D. Forum decided addressing issue of urgency on coordination.
		GIZ supported for NSIS data collection but it is just a start and needs to move further. However, it is necessary to ensure, implementation of recommendations.

Restructuring of TEVTA		TEVTA is training provider; it can't take examination role; TTB should not be under PTEVTA. Punjab government has already prepared Punjab Growth Strategy 2014-2018. It has plan to train 200,000 and by now 1.6 million have already been trained.
ITHM	Faisalabad	There are 40% girls in CBT courses. How to make them work and taking them to next level is a challenge.
		Formative assessment is good. It takes time but it has advantages.
RPL		Lack of induction and entry requirement. Not oriented as per the RPL requirements.
employment		There are two ways: mentoring them and encouraging them for on-line business.
Employment rate		PVTC - more than 80% and more than 70% are absorbed by industry during OJT training.

Components	Respondents	Effectiveness- How effectively skills training was planned by productively engaging business and industry to ensure effective execution of training including workplace-based practices for males and females?
	BIAs	Trades selection through individual market research by training provider
	Issues	Only CBT Courses offered? It needs to be from those 70 courses.
		University: benefits, professional academic faculty members, well infrastructure, enthusiastic coordinator.
		How to link with market: - industry linkages - OJT and placement plan and execution - regular exchange visits - follow up/ monitoring of workplace based training
		Involvement of STEVTA in Training Fund
		Sustainability of training fund where it is built in.

Components	Respondents	Effectiveness- How far the key interventions being implemented as planned or there are changes in implementation modality. Do these changes still contribute to the project objectives?
Teacher training		There has been change in teacher training concept. The DoA proposed for establishing Center of Competence (CoC), which under the request from NAVTTC has been changed to 'Center of Excellence (CoE). The original concept was to establish a teacher training system linking federal, provincial and institute level. The system was envisaged in such a way that selected pool of Chief/Lead Master Trainers will remain at the Federal Level who will gain continuous updated skills and knowledge from experience and through domestic and international exposure opportunities. They would train the Master Trainers from provincial Staff Training Institutes and Teacher Training Institutes. They in turn would from their provincial institutes cater to the instructors in their own province and jurisdiction.

		In such way, several benefits were envisaged: i) integrated and robust institute building; ii) cascading down approach; iii) standards and cross-fertilization of knowledge and skills at national level through provincial exchanges in a systematic way; iv) expertise development over the time and v) systematic approach of international exchange and then cascading the skills and knowledge gained through various opportunities.
		The original idea seems to have diluted and a new approached has emerged. As per the new concept, CoEs will be established on in each five provinces including conversion of National Training Bureu (NTB) as CoE at the ICT. Now both the Lead and Master Trainers will be trained together in these CoEs. In parallel, these CoEs will also have skills training as different wing under different management in some cases such as in Punjab STI. While in Punjab it appears to have two clear wings, it appears to have not been the case with NTB where teachers and students/trainees are being and will be trained in the same workshop. It could be an opportunity for teacher trainees to have real time practice but this approach of training system building may not get the benefits explained above as originally envisaged.
		3. Effectiveness - To which extent the planned benefits are being delivered and received, as perceived by key stakeholders (including women and men);
	PGIZ team	CoE - as against the original thinking of teacher training focused, a 'CoE' with teacher training and student training is in progress.
		clarification on workplace based training
		Conceptual clarity on CBT
		RPL
		Certification
		Accreditation of Assessment Centers

Sub/components	Respondents	3. Effectiveness - To which extent the stakeholders (including women and men) were engaged in the different milestone.
Sector studies	**National**	Sector studies were carried out in each provinces and regions as planned and three sectors were identified as priority; Technical Working Groups were formed.
SSCs	**SSC Hospitality**	GIZ consulted form the beginning and there have been already 4 meetings. There were several informal meetings with hoteliers. There were also two meetings with NAVTTC and GIZ. Prior to notification, several informal meetings.
		NAVTTC invited formal meeting and notified and then it was launched. It is not yet registered. Expert is working on options of registration. (example Energy Council). There are several young people in the SSC H, who have made it happen.
NAVTTC support		Had NaVTTC not supported the SSC, it would have difficult to get support from BIAs. Spirit as BIAs as drivers yet to grow. Vision is 'Go Global'.

benefit observed of SSC		data base of staff members; interpretation of data and gap analyses; exchange of information; resource persons and information sharing; reliability of data. Real time advice, info and data available, at various levels, local, national and global.
Challenges		Difficult to find time; financial sustainability; sustaining stakeholders' interest. But it is workable model for getting involvement of BIAs in training sector.
	SSC Construction	Construction is a big industry in Pakistan and it was rightly identified as one of the sectors by project for interventions. Also, with interest from employers, it was also right decision to establish a Technical Working Group which led to work towards formation of the SSC Construction. Both the training providers and employers are working in team for this purpose. This is recognized by SSC office bearers, the Chairman and his other three team members who were in the meeting, as project contribution. The Chairperson noted that they were thinking for the last 12 years for modality for bringing the construction industry and TVET system together. Now they have found the solution though this Council.
		In the beginning, the idea was shared by TVET III team and was followed by series of meetings. They jointly developed the objective and work plan. (Meeting of 4 senior persons at 8 am was the evidence of their interest). Some of the participants also came from Islamabad. Now they are taking it further by themselves. This has been now registered and notified too.
		Roles - They gather training providers and select the training of their interest and also oversee the training where possible. Before, they didn't even know where the workers are coming from. Training providers did not train people to correspond the needs of the industry. It was mainly supply driven and the training graduates were noted for many gaps in terms of skills mismatch between needs and available.
		Benefits - this has been primarily exchange forum for employers and training providers. This also provides an opportunity to exchange ideas, issues and challenges and way outs. They have also contributed in development of qualifications. They have identified architect, CAD and topographic Surveyor as trades with high demand for their industry. Identification of OJT opportunities and facilitation for availing them is also what they have been doing now in a systematic manner. Finally, this has been in the interest of training providers as well, as they have idea in real-time market needs. They do not need to make efforts for availing OJTs as both the employers and training providers now know the importance of the OJT. It is also opportunity to repair the trust deficit between training providers and the industry.
		Staffing - It has already a staff and another 4 are planned. They will manage the office under the supervision of the senior team. They want to bring on new people of middle career and who want to grow in the executive committee
		Progress - Continued bilateral meetings with other industry partners; MoU with NAVTTC, ABAD and CAP; Work in progress for the preparation of registration and a lawyer is working on it and would like to be registered as NGO. They plan to collect money through annual convention. They also plan to increase the Council capacity. They want to speak the same language.

		Big commitment - they do not want to get money from government, rather they will manage required resources by themselves. This is mainly because they have internalized the SSC and fully realize its benefits. (the Chair had experience of Lions Club and is confident to replicate it here)
	WCCI Lahore	A tripartite MoU was signed among WCCI, TEVTA and the project. The WCCI was engaged through meetings and workshops in identifying the basic problem with regards to female engagement in TVET. This process was also supported by Industry Department which is considered encouraging. Gaps were then identified at public, industry and government level. Then dialogues through face-to-face mode were made among stakeholders on way forward for enhancing females engagement. It was a trust building process. They worked with PSAF to priorities sectors such as textile (stitching mechanic), light engineering (motorcycle mechanic) and service necessary for Punjab. They were also able to identify and include women friendly trades such as IT and graphic designing. This has been a great yet step-by-step learning process. They have now understanding of full TVET chain, input to output.
CBTA Training engagement	**TVET III team**	Leather (Pak Foot Wear Manufacturer and Pakistan Globe Manufacturer Association), construction associations were engaged in sector identification and shortlisting of occupations. The TVET III team played proactive role by visiting the factories. During this process several meetings were held which resulted into TNA activities. They were also engaged in TNAs with the relevant companies followed by competency standards development for two trades - Leather Garment Manufacturer and Leather Procesing Workers. 'Laster course' was one of the highly demanded course for the industry. Necessary curriculum was developed jointly and it is under implementation now. It was collaborative exercise through an MoU among TVET III, TEVTA and the Pakistan Foot Wear Manufacturers' Association (PFMA). The 2 year long program is due to start by July 2018. The Association also committed to facilitate assessment and placement of the graduates. This is also the findings at PVTC.
	PFMA	TEVTA provided trainers, TVET III facilitated MOU and training was arranged in Gujranwala Institute of Leather Technologies (GILT). (Employers think that this institute is rather afar from their industries). It was course with 6 months duration and is completed in April 2018. There are 25 participants and 90% got the job. This training followed CVT where 2 days were spent in GILT for theoretical knowledge and 4 days were spent on actual workplace. The factory owner paid PKR 10,000 per month of them PKR 1000 was set aside for PFMA.
	PFMA	The PFMA has already planned to offer new course 'Cut to Pack' 'C2P' with support from PVTC and in two groups with 50 trainees. The curriculum is already developed. It includes 4 separate skills sets including cutting, stitching, lasting and packing. This course is under notification process and PVTEVTA is involved in the whole process. The two year long course will be of Level 4 qualification and is modular based. After completion graduates could be placed at supervisor level. However, following CBT module, they could exit by completing one or several of the modules and get qualification level accordingly.
	PFMA	The factory supervisor was taken to Germany for training and German trainer is following up with the training process in Lahore. His visit has been critical to bring international technical expertise. After the completion of training graduates will be able to earn nearly PKR 20,000 a month.
	Construction	The story with PFMA repeats with Construction Association who prioritized plumbing trade for training. They plan to also train the existing workers. They were involved in curriculum development and they also consulted within

		themselves. TVET III helped bring the stakeholders together and share issue which would help to identify solutions.
	Pakistan Association of Automotive Parts and Accessories Manufacturers	The same story goes with PAPAM and in Light Engineering. Sector specific assessment was done in 2017 which identified occupations such as inject molding, grinding and polishing, motorcycle mechanic (there are 3.5 motorcycles in Pakistan). The process - Sector TNA, identification/ consensus on trades, identification of qualifications. The curriculum is yet to be developed and also there is need for capacity development of instructors.
Curriculum		NAVTTC writes letters and invites experts in workshop. After the curriculum is prepared, industrial validation is done. Earlier it was done in ISB and there was gap between NAVTTC and province. All workshops used to be done in ISB. Provincial industry was not involved.
CBTA assessors preparation	**certified assessor PTEVTA**	GIZ organized workshop, nominations from TEVTA. NAVTTC developed national qualification and notified. It was uploaded in web. Earlier the qualification was in English but now it is in Urdu and its work-in-progress. In the earlier phase there was only one level which is now with two more levels 3 and 4.
	Light engineering	4 people were trained as assessors
	COTHM	COTHM has 15 years history in travel tourism training but they learned CBTA from the project. The project formed a Technical Working Group for Service Sector. The Working Group has prioritized the following trades: house keeping, glister making, office manager, travel consultant and fashion design. It has already offered CBT in cook, sue-chef, Chef de party, waiter and F&B. However, when offering these courses they consult with Chef Association and Employers' Association. They plan to decide more courses in the next meeting. They target to maintain 30% share of females in training.
	PKAI	Pakistan Knitwear Association of Industries (PKAI) which is a PPP agency also has engaged in CBT implementation. They consider NVQF as path finder for many in informal sector. It paves way as the Roadmap. They charge PKR 18,000 per month for 6 months.
	PGMEA	Pakistan Globe Manufacturers Association (PGMA). It has shortlisted fashion design, pattern making and dress making. They also train people on globe stitching and shoe upper part stitching. They have not implemented CBTA courses since last phase.
Placement		They assume that the most of the graduates will be employed as these trainings were identified, development and planned for implementation to meet their own needs.
Assessment	**NITSE**	NITSE is used as assessment center and its instructors are as assessors.
	PVTC	PVTC institutes are used as assessment centers
CCI	**Faisalabad**	CCI has 5000 members.
	ITHM	Institute of Tourism and Hospitality Management (ITHM) is implementing CBT since 2016 for Level 2. teachers are trained and assessors are also available. CBT graduates are recognized. (CBT courses housekeeping, cooking and child care).

		Diploma courses are in conventional way.

Sub/components	Respondents	Efficiency - How efficiently project deliveries are made in terms of time, financial and human resources?	
	Punjab		
Delay CBTA		Teacher training target has been delayed. Even after 15 months of project implementation, still the teacher training through CoE remains from being clear at the propose CoE level. The preparation at the institute level for instance in Punjab at STI is slow. It is newly relocated institute where facilities have yet to be installed. Although, physical facilities appear to be available, the overall integrated operation seems delayed.	The CoE establishment process need to be implemented in a campaign approach. The institute, the responsible staff together with TEVTA need to understand the process and target.
Finance		Apart from the approved budget from EU for the planned milestones in the DoA, additional funds are available from Governments of Germany and Norway, however, the scope remains unchanged.	
		Too heavy curricula and too long and time consuming formative assessment makes the training expensive. This was informed by most of the CBT trainers.	
HR	**Punjab**	Unlike in the past, the provincial office is better staffed in terms of number and apparently quality as well. There is designated staff for each component which is expected to enhance the efficiency in delivery in future. The staff seem to have technical competence to deal the matters by themselves rather than only relying outsourced technical expertise. This is also because of continuation of some of the staff who bring skills and expertise from the past TVET reform initiatives.	

Sub/components	Respondent	Efficiency - Are the national and provincial TVET authorities and bodies involved in the project design and implementation? Are the requests for changes in modality thought feasible and accordingly timely actions taken? Do the original objectives still can be achieved?
	Overall all	The PVTC staff got training from TVET reform initiatives, which they are implementing and operations are improving.
Sector study		Sector Studies were carried out but there are stakeholders such as PTTB who still are looking for the final report. It is necessary to clarify the interface between Punjab Growth Strategy and the findings of this study. This may enhance ownership and also contribute to sustainability.
NVQ-		Equivalence with EQF not established
CBTA		VTI was consulted several times before starting the CBTA.

	PFMA	Before TVET III, the PFMA was not involved in any of the training process. Engagement of PTEVTA Board Members through MoU with PFMA and TVET III in TNA exercise followed by trades identification and participation in the training process is example of ownership of the training activity.
Teacher training.	**PVTC**	PVTC was consulted during design but they were also consulted during implementation. For example preparations for teacher training CBTA - not sufficient teachers trained; CBT courses started from January 2018 and the first batch to be completed by June.
		Unlike in the TVET II evaluation process, the evaluators were able to meet some CBTA trained teachers and assessors. The PVTC and principals in VTIs acknowledge this development. However, the TEVTA senior staff indicated their limited involvement and hinted that the project is working more with the institute. (mixed findings)
Assessors-		
VC and JP	**PVTC**	VC and JP are built in the existing institutes. With few exception, by far most of them are managed by existing staff.

Sub/components	Respondent	Outcome - How far the milestones such as policies, concept papers, CBTA packages, teachers and assessors training, RPL system have been notified, implemented. Are they used or have indications of use by various stakeholders? Are evidences of changes in relevant stakeholders' practices and behavioral patterns available?
BIAs	**Punjab**	- Growing participation in Decision making - Instilling need of BIAs among stakeholders -Stakeholders business and industry and training providers coming to a platform together with TEVTA
SSC		SSC, Construction is one extremely important example of movement towards its continued operation; the SSC team is determined that they would like to sustain by themselves; they plan to organize annual national convention from where they will be collecting resources. They will continue further TNAs for identification of needs of their own sector. The TVET 3 has
PSAF		PSAF can coordinate employers and institutes and can develop consensus
Use of CBT packages		CBTA packages - returning CBTA training by VTI under PVTC is a good example of continued use of CBT&A packages. -Use of CBT courses by Prime Minister's Youth Skills Development Program (PYSDP) and World Bank funded Punjab Skills Development Project (PSDP) is clear example of outcome of CBT development and implementation. The PSDP has plan to use 30 CBT packages. The Punjab Skills Development Fund (PSDF) is using 6 CBT packages.
		PVTC implemented beauty therapy courses in TVETII phase but due to absence of trained teachers, assessors they had stopped which is not addressed and it is continuing the CBT packages in beauty therapy and computer operator courses.
		The project also intends to subscribe NVQF framework while developing their own CBT packages.

	PFMA	Involvement of PFMA in process, identification of occupation, levels and offering training through MoU with TEVTA and TVET III is an indication of outcome.
RPL		They know now the value of skilling and also are aware of places to approach for training. In addition, the WCCI members have understood the value of RPL as it could open opportunities for many females who have gained skills but were never part of the formal training process. As result of their involvement they are able to understand and as result they were able to identify and include women friendly trades such as IT and graphic designing and facilitate OJT for trainees, particularly for females.
Industry linkage	**GVTI Punjab**	As result of institute efforts and knowledge on OJT, it has been able to facilitate OJT for its students. On the other hand, some employers, for instance, Millat Equipment Industry sent its 15 employees to the GVTI for formal training. These employees did not have opportunity for formal training. This was a useful opportunity for the machinist workers as they didn't know parts of machine, did not know measuring methods and using micro meter. They were provided with such exposure in formal process.
	ITHM	Teachers also learn from Industry through students OJT placement. Students are polished so are chances with trainers.

Sub/components	Respondent	Sustainability - Do the key stakeholders NAVTTC, TEVTAs, BIAs and training institutes take the ownership of the milestones achieved so far?	Are the milestones and process imbedded in the TVET institutions?
CBT	**PVTC**	Implementation of the CBT Courses -The VTI terminated offering beautician CBT course earlier under T2 on the background that they did not have preparations: curriculum limited knowledge, absence of trained teacher, lab. But Now as the inputs are available under TVET III and they are continuing as conceptually it is better course than time-bound traditional courses.	There is demand from the parents and students for the CBT courses, as it is a returning course, this is now has indication of institutionalization of the course.
		PVTC takes ownership of the teacher training. They were consulted several times. They referred names for chief and master trainers to NAVTTC/TVET III who they are confident will return and training their own teachers. (TBL in MTR)	
		PVTC has plan to offer CBT courses in machinist, auto mechanic since July 2018 which is indication of continuity of the introduced system.	
Funding		PVTC has decided to share funds in CBTA implementation. Not all the funds come from GIZ. There are other donors who only fund training by contracting training providers.	

Sub/components	Respondents	Coherence - Is there likelihood for the project's interventions such as CBT&A, teacher training and skills training reinforcing government's and donors' skills training Project s.
	PWCCI	USAID is working on developing 25,000 SMEs and as it is targeting skilling and employment, the TVET 3, activities will have some linkages with this initiative. Hence, there is some coherence between these two. Also as informed by the Women CCI, they have plan to work on women street venders, through training them and providing carts for facilitating enhancing their self respect. These thinking are somehow influenced by overall TVET initiatives by the project.
CBTA		CBT operationalization requires lab up gradation which requires other donors as well. In Punjab, the TVET III work on skills up gradation is supported by the sharing of resources by TEVTA and other donors.
		One of the project team works two days a week in the PSIU, the joint Secretariat established at the Industries Department. This has helped exchange in great deal with the two institutions. It has helped operations of PSAF including organizing meetings and donor coordination and working with them. At least, donors now stay in one forum and a template has been developed reporting the main interventions by each of them. This also facilitated TVET policy implementation.
		WB offering 8 courses through 14 institutes, PSDF 6 courses through 8 institutes and GIZ 8 courses through 9 institutes. In Punjab, a total of 18 CBT courses are offered.
Donors	**PKWMA**	The other donors in Punjab are PTEVTA, PSDF, NAVTTC and JICA. JICA is active in teacher training. They also provide machine and equipment.
		DIFID is indirectly related as the PSDF use CBT curricula.
	TEVTA	JICA, Turkish international Cooperation Agency (TICA), WB and ADB are the partners in PTEVTA. TICA is working on capacity building of teachers and master trainers. WB is working on institutional strengthening; implementation of CBT and industry Donors have tried to link the interventions with Punjab Growth Strategy, but GIZ does its own way.
		WB has taken CBT courses relevant to Punjab Growth Strategy
	PSDP	Punjab Skills Development Project (PSDP) steered by Industry Department and funded by WB with $50 million. 5 DLIs- a) reforming examination system (PBTE; TTB, PVTC); b) restructuring TEVTA; c) CBTA development and implementation; d) Industry Partnership and e) working with private sector; Private Sector Skills Development Forum (PSDF)
		In 5 years, it has target to implement 30 CBT courses 3, 5, 8 and 14 making 30. 11 course already received from GIZ.
	WB	There has been harmony between WB and GIZ. In five years, 30 CBT courses will be implemented. 19 courses from TVET 2 and 11 from TVET 3. Altogether, 15 institutes are engaged in CBT.

Components	Respondents	Changes observed	
		TVET III	**Past**
		Every intervention, milestone cascades down from sector study	Not the case before
		Business and industry the entry point; every requirement from the private sector needs	Not the priority
		All the components reinforce each other - all training, development around identified sectors	Fragmented inputs
		Lahore staff, strong team, technically capable team. They understand and deal the matters.	May be new improvement
		Punjab project team is led by female coordinator with another female staff. This is a change from the staff structure in previous phases.	Single staff was dealing with the whole
		Decentralized responsibilities	Not the case before
		Better recognition by counter parts	Only limited before

Sub/Components	Respondents	Issues	Recommendations
CBTA		Delays in issuance of Certificates by NAVTTC after assessment by QABs	This issue has to be resolved,
		Review of CBTA necessary; long courses and language is problem. For teachers clear and concise TLM is much helpful.	
		RPL is also managed by NAVTTC	RPL could be better managed by QABs at the provincial level. Technically and reach-wise, it is strategically positioned in provinces than at the federal level.
			Rather than offering CBT&A randomly, it should be offered in trades that has all 1-4 level of packages and TLM

		In many institutes, principals are confused with implementation of CBT&A: a. in the same institutes, programs offered by TVET III and other donors; b. teachers are not trained and these teachers have to work for both conventional training and CBT&A c. lab is nut upgraded	These problems needs to be sorted out by siting with the institutes, TEVTAs and TVET III
		Only limited CBT&A courses offered	
		Non observance of notifications by TEVTA	
		Localization of CBT&A was necessary after piloting but it has not happened.	
		In some courses, duration is different for same level. For example, machinist L2 is of 1 year while that of other trades is 6 months.	
	Punjab		
Sector study		The draft of sector studies were shared with PTTB in a workshop but after even long time this document is not shared after its finalization.	As it is entry point and very important step, in order to full use of this report, it needs to be shared. Also, it is necessary to clarify the interface of the provincial priority for example identified in Punjab Growth Strategy.
NVQF		Pathways for DAE graduates are not clear.	This perhaps needs to be clarified by NVQ framework. Entry pathways need to be clarified for NVQF operationalization
		Turn over in PTEVTA is a concern. Even if people are trained on CBTA, turnover affects its institutionalization and sustainability.	Addressing this issue needs continued training and close working relationship with the TEVTA staff.
CBT		In some cases, the standards appear to be copied hurriedly down, not customized to address the local needs. For instance, Zero Level is not required in Pakistan context.	
		OJT is not compulsory part of the curriculum as a result it is at the discretion of the individual training providers. For instance, PVTC and Institute of Tourism and Hotel Management (ITHM) have this as mandatory provision. This is also seriously pursued by Vocational Training Institute in Gulberg mainly due to interest of the Principal who visits industries	As suggested by employers and TEVTA officials, as institute based training is often insufficient to ensure instilling required competency with graduates, it needs to be incorporated in the curriculum.

		by himself. However, generally it lacks in the CBT curricula.	
			OJT is required in curriculum. Linkage with industry is required
			There is need for providing differential equipment and machinery to upgrade labs and workshops.
Gaps in levels		There is lot of debate on completing all the levels, at least, up to 5 levels of specific occupation. However, given the time and resources required the question remains whether the focus should be on levels under specific occupations a priority or certification for offering a complete package?	This issue needs to be clarified during consultation. TTB thinks that with all the levels in place, they can attract students in CBT courses. Courses need to be prioritized base d on demand.
TLM	**PTTB**	Absence of TLM is another issues. Simply written TLM could help teachers to perform training better.	TLM should be offered with curriculum.
	PTTB	The confusion exists also because the same institute offer both the CBT and conventional trades; the same instructor is engaged in both CBT and conventional course training and same workshop is used for CBT and conventional training, what is the difference then?	
	Punjab		
RPL Assessment		Assessment Centers are not accredited. They implement assessment events on request for NAVTTC but they lack required accreditation; market relevant machine and equipment. RPL test entrants are not prepared to cope with the formal languages and languages they are expected to use in the actual workplace. They are not oriented. The time provided for assessment is insufficient.	Accreditation of assessment centers is necessary together with preparation of test entrants. There is need for sufficient time for proper assessment of individuals.
		5 courses under RPL: mason, plumber heavy machinery operator.	
Certification		CBT is in implementation since 2016 but the national certification process has not started yet. 1200 students are not getting certificates.	The CBT training certification has to take places as early as possible.
		Despite CBT courses almost 20% (39 failed, total entrants 225, passed 186).	

HR	**COO**	TVET reform in Punjab: strategic plan; HR strategic plan and ME for instance	
Teacher Training	**PVTC/ TEVTA officials**	The current approach of teacher training may be unfeasible. No focus.	Teacher Training system need to have focus on teacher training. It needs to have dedicated institute which could build expertise skills in the long run. The original idea of having dedicated CoEs working in cascading approach is still considered valid and recommended for persuasion.
RPL Assessment			The test entrants need to be prepared through orientation and few days training providing them orientation to make them familiar with market and some knowledge on market and skills would be helpful.
	SSC construction/NISTE assessor	RPL is completed through only one test. It does not allow assessor to assess the entrants thoroughly. The time allocated is limited and entrants are not prepared to sit in the test.	
		Management - It is managed from remote and would be far better had it been conducted by QABs. They could have better outreach.	
		Ideally, assessor's preparation should be the QABs' responsibility but currently it is managed by NAVTTC. Being in the initial stage, QABs are accredited by NAVTTC.	
CBTA	**SSC - Construction**	CBTA is good but it is not customized for Pakistan. It required substantial preparations - availing curricula, teacher training, managing too heavy curricula. The curricula and TLM is difficult to understand	Its refinement will need to be done in TVET III by adding soft skills components including motivation, problem solving, networking, health and hygiene and communication. It will also need to add OJT component. It also needs industry experience to the CBT trainers. Further a simple TLM in Urdu will be helpful for trainers. CBT courses need to be reviewed in view of work burden to the trainers which could be done through revision of too long course contents, reformulating the formative assessment process and also through a handy TLM.
			Evidence guides need to be also periodically reviewed

	PFMA	The biggest challenge is to get applicants for training. Also, the institute is far from the industry locations.	
	COTHM	CBT courses need to be localized and need to manage at the participants' level.	
CBT assessors			Assessors need to be trained in how to develop assessment tools and gauzing the performance.
COE		There is very limited progress towards this target	
			licensing of teacher training
Training Fund	**TEVTA**	TEVTA is not engaged in planning and implementation of Training Fund. They have no idea about it.	How the experience and lessons learned will be internalized.
		It is not built in the TEVTA system	
WPB		Provision for remedy against failure to meet the 75% employment and income target is missing	
	Sindh		Full workplace based training model proven by FAW motors, SDC and the project is considered for upscaling.
		Industry partnership is in the budding stage. They have limited idea on productive collaboration.	But this spirit has to be encouraged and kept rolling out for longer term benefits.
Teacher training		Teacher training is a big challenge.	

Respondents	Conclusions	
PVTC	NVQF is complex and challenging TVET agenda. Therefore, all stakeholders - NAVTTC, TEVTAs, PVTC and GiZ are learning. It has been a learning process.	
	It has been two years of CBT implementation but a thorough study on it has not been carried out so far. Stakeholders have bifurcate responses on its importance. Its costly exercise.	Therefore, while the CBT is still in progress, conducting a thorough study appears to be a need.
PFMA	The engagement of PFMA in the whole training process indicates that when the employers realize the training will contribute to address the workforce needs, they would like to and in fact engage productively. The TVET III in fact has proven to be successful to bring Industry and Institutes 'I2I' together. The PTEVTA board members were also engaged in the process.	The practice of engaging BIAs also in collaboration with TEVTA/ training system has yielded desired results and therefore this practice needs to be continued in other sectors and training initiatives.
	QABs still lack capacity in terms of staff and technical capacity.	

	There is still limited understanding at the CoE level and applies to NTB and the yet to be declared STI at Gulberg Punjab.	
	Establishing and making CoE functional will take at least 2 years.	
	Although in limited scale for example refresher, some of the activities such as TVETA strategic plan, HRD plan and capacity development appears to have still relevance. As staff deputation and turnover is regular practice.	
	Despite CBT course, PVTC has made OJT compulsory. This has been one major reason for higher level of employment rate.	
		They have followed our reform recommendations through project design and considered the NVQF as vertebrae for complete TVET reform. Although, there are certain level of conflicts which is natural but NVQF has been means to integrate different pieces to make a whole. It is under implementation under comprehensive manner - framework development tied with standards, curriculum reform, TLM, teacher training, assessors training, RPL reform and facilities up-gradation. Of course, we cant see it altogether in one place, but it is moving towards exactly in the spirit of the TVET reform. Of courses, there are and will remain several boulders before they achieve expected reform results, but the efforts are praise worthy. Above all, they are also following the project concept of working ideally under the leadership of business and industry, if not at least getting on board for their productive participation. Identification of sectors and prioritization of occupations and levels with specific business and industry associations and implementation of these occupations for pre and existing workers training is one example towards this objective. Also, the project has focus on PPP models - Sector Skills Councils (which different from what we are practicing at NVQ), IMCs and District Boards of Management, Skills Development Advisory Forum are making progress
	WCCI has now knowledge on benefits of RPL.	

		Quick studies on outcomes of the agreements between BIAs and TPs.
		Ownership varies with provinces. In Punjab, TEVTA has interest to make full use of this opportunity but apparently there is limited communication and do not have knowledge about the details of project including timeline (also in Sindh). The ownership of STEVTA is exceptional. Except for Result Two, they are almost on each of the project components. It is also their capacity to understand and internalize. Limited ownership in some other provinces/regions is also due to HR and technical capacity. This questions the previous efforts made during the reform process.
	Economizing training through optimum number of trainees has been an issue.	Enhancing employment by meeting small number of trained workers could be possible through roving instructor approach.
	Some results such as BIAs representation and effect of CoEs take time.	

Annex 9.2: Notes Sindh

Sub/components	Respondents	Relevance- The extent to which the project objectives, intervention logic, interventions and indicators are relevant to the TVET governance and training system related problems.
CBT&A	**Sindh**	Private sector as major agenda
CBTA		CBT&A is relevant and there is no way to retard. In fact, the conventional training is not also less costly as there is confusion in conventional curriculum. For instance, there are three DAE courses around mechanical and electronics: 1. mechatronics and Industrial Automation, the second is mechatronics and 3 is Industrial mechatronics. Therefore, it is economically efficient.
		CBT&A is modular, market oriented. Although, it still is time bound, in the long run it may change. It provides vertical and horizontal movement.
		The focus of CBTA is on levels 1 to 4 as industry does not have demand for Level 5. L4 is equivalent to Matric level and the project is under process of establishing equivalency. It is not possible under conventional courses.
Sindh TVET Advisory Forum		The highest body is STAF which works at the strategic level while the secretariat at the management level. Its joint secretariat has been hosted by S TEVTA. It brings STEVTA, private sector and TVET III together. The JS has almost equal membership from private and public sector. With addition of Pakistan Automobile Parts Manufacturers Association (PAPAM), BIA membership will reach 6 while the total is 11. It meets once a month. The lowest echelon of the STAF is Technical Working Group which is temporary in nature, finds trades and prepares action plan. It is hosted by STEVTA and is operational with TEVT notification.
SSC		SSC is private sector, dedicated to one specific sector and registered and autonomous.

Sub/components	Respondents	Effectiveness- To which extent the planned benefits are being delivered and received, as perceived by key stakeholders (including women and men);
Governance		BIA involvement has reached 36% from baseline of 17%. Plan is reach 50% which is possible during replacement after members retire. Currently 7 out of 19 members are from private sector.
		Under governance, TVET Operational plan, strengthen the NVQF operationalization, digitization of M&E, NSIS and M&E are the major areas.
		TVET III is working with TEVTA and BIAs.
TVET Advisory Forum		TVET Advisory Forum (TAF) has membership of Private sector
IMC	Sindh	New Rules of Business has been notified by STEVTA in May 2017. It is reactivated and is considered new platform for exchange. But it does not have legal mandate. -18 IMCs are constituted and a total of 84 IMCs are activated or constituted in 2017 and up until 2018, reactivated following the new notified RoB. 5/10 were private sector institutes. They need encouragement and authentic private sector representation is a

		must. As per the RoB, 40% of the members in IMCs are private sector and 20% are from NGOs. So majority is outside government.
Accreditaiton		48 out of 250 schools have been accredited.
NVQF		
Org Structure		As per the new structure Accreditation has been added as new division and NSU.
NSU		Dty Director for NSU has been approved by 20th meeting of the BOG.
CBTA	TVET IIIT	Customer Support Service (CSS) is one year course offered in 2017 in one of the institutes. Of the 17 trainees 3 were females. They were in the institute for six months and the remaining in the industry.
Infrastructure		
CBT assessors		27 assessors were prepared in 2017. There were 40 in 2016 and total by 2017 was 67. Up until March 2018, additional 120 have been trained. 40% of 67 were female. 80% were academic assessors.
CB		QABs - under CD support the project is supporting teachers and assessors training. These ultimately help QABs in assessment process. But the QABs both BTEs and TTBs need to be accredited. BTE needs to be brought under the process.
Skills training		Irrespective of CBT or training under Result Two, training institutes have made OJT compulsory.
	TPS - JAVTEC	It is first time for some private institutes. It has target of 721 training but currently 480 are enrolled in 9 trades. They include beauty and skin care; dress making, web designing; general electrician Customer Support Assistant, AutoCAD, Computer Operator. All the required resources are available for training. Even the formative assessment is good.
		Six months training includes 3 months institute followed by the rest in the workplace. The courses were selected in consultation with community and enterprises in the vicinity. There was also TNA in the industry and associations in the local market.
		The institute also targets self-employment as demand in the public sector is limited.
		Criteria for selection of training trades included: TNA/ labor market assessment, impact study, availability of CBT curricula
		MoCs have been entered into with employers.
Trainers and assessors		CBT and assessors training was provided to instructors.
Income		Getting PKR 13,000 per month employment is not a big challenge.
CoE Kotri		Its good location in terms of faculties - 170 different industries; school with student training; equipment and machine; its scheduled to be notified by the next BOG meeting.
		Staff planned to relocated from Khairpur Government College of Technology

		Reasons for delay: -Different understanding; MOU with NAVTTC only on 29 March; previously it was selected for Karachi.
		The plan is to start of training from 1st Jan 2019.

Sub/components	Respondents	Effectiveness- How effectively skills training was planned by productively engaging business and industry to ensure effective execution of training including workplace-based practices for males and females?
	Principals	One of the schools has been implementing 5 trades since Feb 2018. Four of them are six months courses with the last month as OJT. Graphic designing on the other hand is 12 months course with level 3 qualifications. The other courses are Computer Operator; AutoCAD; IT Office assistant, fashion design and Beauty therapy. There are 100 students 20 in each program.
TVET Fund		An industrial Coordinator has been budgeted in the proposal which has been very helpful for the Result Two work, particularly on approaching and establishing linkages with employers.
		All the consumable for training has been provided.
Females' incentives		Female trainees are not provided with incentives other than point-to-point pick un and drop. But it is a free training.
TVET Fund	TVET IIITeam	16 projects are selected to be implemented by 20 TVET institutions.
	Training process	The sector studies have been the starting point however the specific trades were identified in consultation with BIAs. They encourage from the 72 CBT courses for which the training resources are available. However, on part of institutes offering these courses had
		Two types of financing modality: i) financing agreements to public institutes and ii) grants to private institutes.
	Various modes of training	
	WPB training	A collaborative work of SDC and FAW Motors in Karachi has introduce a complete industry based training.
		As per the concept, the trade is identified by SDC and relevant BIA The potential employer is identified for training. Trainees are selected as per the criteria. Trainers are given CBT training. The theory and practical training are conducted as institute based training but the practical in this case is in the actual workplace. Therefore, from the day one, the trainee starts to encounter the real world of work situation and challenges.
		All the 20 trainees have all the CBT resources for practice. They are planned to be assessed by TTB.
		The Auto mechanic course in reference is a L2 training with 6 months duration.
		The FAW motors staff informed that these graduates will be better than polytechnic graduates who perhaps would have hardly seen the actual world-of-work.
		There is also plan for developing this institute as 'Assessment Center'.
		It may take time to convince employers but once they realize the outcomes, this module could be popular.

		Challenge: Need for incentives for employers and in this case land for extending workshop allowing more training and employment guarantee. This needs further dialogue and market appraisal for such trades. Prime Minsters Youth Skills Development pays monthly stipend to trainees.
		Benefits for trainees: practical training; clear career path; knows exact work to perform. 4 out of 18 trainees are to be absorbed by FAW motors and there are other possibilities as well. Estimated monthly income of these graduates is PKR 12,000 to 15,000. Benefit for employers: could get some workers if planned tying up with customer need. They have ample opportunity to find right employee. Benefit for TPs: least problem in terms of workshop and OJT. It helps generate passion among the future workers.
		Additional merit: this training could be also provided to people with limited language efficiency as the training starts at the workplace. It could further benefit from soft skills including relevant language and business skills. They could get start getting income once they demonstrate their contribution.
	Second Training institute	Another institute is offering six month long courses - logistic, CSS, Autocad, beauty therapy and Housekeeping. 30% of the total 200 students are females. All these course contain 1-2 months OJT.
		Process of selection of trades - survey of industries, discussion with employers associations. 7 institutes selected for TVET fund projects. Selection committee included 2 from NAVTTC, 2 from private sector and 1 from the project. TEVTA was not member as it was engaged in capacity building of the institutes.
		The project targets to complete training by end of 2019 allowing it to consolidate findings in the remaining period.
		Issue: no stipend to students vis a vis other similar programs
		Overall observation: -Experienced trainers -Well equipped workshop and machine
		Possibility to meet employment and income criteria. There is also possibility of self-employment. There are 3 persons in the VC and JP with the institute.
	JAVTEC	This institute also did its own internal gap analyses.
TLM		TLM is provided to all the trainees which is appreciated and is not in some other cases.
	GCT Karimabad	Offers TVET Fund courses in IT office assistant; computer operator and hospitality management, all 6 month long (one month OJT) L2 courses. The entry requirements are Matric pass for Cook and Computer and Intermediate for Computer Operator. There are 60 students 20 in each trade. All are female students. Original certificates held to ensure they participate in internship/OJT. Training is 20:80 ratio. No entrepreneurship course as module. Its 3 year diploma courses are: architecture; garment; secretarial and Computer Information Technology
		A person is financed by project for industrial coordination. Girls are provided with transpiration facility.
		Teachers are managed by hiring external resources persons.
		GIZ supports - gap analyses and provided support for utensils; computer labs and 50 industrial machine for dress making.

Teacher training		4 days training

Sub/components	Respondents	3. Effectiveness - To which extent the stakeholders (including women and men) were engaged in the different milestone.
	STEVTA	
governance	**TVET IIIT**	The project was engaged with S-TEVTA in areas including strengthening NVQF, NSIS, TVET operational plan and M&E. It also included digitization of M&E and strengthening NSIS.
		The national team developed the project details, handed over to regional team who discussed with S-TEVT for implementation.
		Example - S-TEVTA worked on operational plan, developed indicators and developed plan. RT provided inputs. Once a month meeting with national team representatives. Once in quarter there is big meeting including private sector, STEVATA and governance team. Monthly progress meeting with ISB.
Qualification dev process		Example - Balochistan identified Gem and Jewelry making as potential occupation. The regional team requested NAVTTC for preparing curricula. The Standards and Curriculum Department identifies rational and justification. NAVTTC sends letter to the relevant national Gem and Jewelry Association. It forms Qualification Development Committee with participation from industry, NAVTC and representative from provincial TEVTA and expert. NAVTTC notifies the Committee.
		Then DACUM process by incorporation of 10-15 people and is facilitated by Certified DACUM facilitator and expert.
		Expert workers are engaged in DACUM workshop which is followed by workshop of workers' supervisors. Then its national validation is done.
		Then the CS notified by NAVTTC.
		Curriculum - the experts in the field who was part of the CS development process is entrusted to prepare curriculum which then is reviewed by NAVTTC and finalize. It is approved by NAVTTC then it also notifies.
		The TLM and training guide is developed accordingly. It is detail oriented. All the curriculum does not have training guide.
Teacher training	**Sindh WTTC**	CBT and Assessment training was organized for trainers and assessors. A total of 10 trainers were trained on CBT and 9 on assessment in 2018. Almost all the trainers who offer CBT courses are now trained on CBT. These are certified assessors.
Assessors training		Phase one: orientation Phase two: use of evidence guide (1 day) Phase three: Training and assignment - 3 to 5 assessments in
Sub/components	**Respondents**	Efficiency - How efficiently project deliveries are made in terms of time, financial and human resources?
Inception phase		Six months inception phase April to Sept 2017 (what was done in the first 3 months); Training was provided how to manage funds for example. How to manage CBT&A and engaging public and private sector.

HR		5 Technical Advisors available: Private sector; CBT implementation; Assesment - CBT and RPL; M&E and HRD including teacher training.
HR	**Sindth**	12 staff in total, 8 are professional staff. 2 of the the 8 professional staff are females.
		Sindh team also provides Balochistan team.
		Staff were oriented during first six months, the inception phase. It includes management of Training Fund.
		National team prepares overall project implementation and handover to regional team. The regional team implementation.
		There is a meeting with national team once a month and quarterly meeting with provincial TVET and governance team.
		Its kind of bottom up approach.
		100 % autonomy, sufficient staff. The RT has admin and finance officer who manages office within broad national team framework.
Finance		No issues with funding, it is available on time and is presence of Finance and Admin professional.
		Project value equivalent to EUR 100,000 is decided by CO and above it falls in the jurisdiction of GIZ HQ.
		Training Fund - EUR 50,000 or 50% of the project cost which is lower is provided as advance, and further disbursement is done through Call for Disbursement (CFD).
		CBT&A is economically efficient.
overall costs		costs are divided: pre training, post training, indirect and toolkits.
Management		There is 100% management autonomy and financial system needs to follow the GIZ standard procedures.
		It's a combination of top down and bottom approach.

Sub/components	**Respondent**	**Outcome - How far the milestones such as policies, concept papers, CBTA packages, teachers and assessors training, RPL system have been notified, implemented. Are they used or have indications of use by various stakeholders? Are evidences of changes in relevant stakeholders' practices and behavioral patterns available?**
BIAs		There is new practice of developing qualifications/curricula based on industry inputs. For instance, Printing Association of Punjab has proposed for developing two printing related qualifications and it is under process. The Association guarantees 100% employment (but it would be also nice to see the overall demand in Pakistan, otherwise it can be long-term investment with limited returns).
		Even the STEVTA has offered the private sector to manage the Pak Swiss Training Institute in partnership with TEVTA which offers training on printing.
		Private sector moving towards establishing 'TVET as their Agenda' as their single voice. This is because: a) they realize benefit of working together; b) growing understanding between PS and Public sector and c) mainly their performance relies on the availability of skilled workers.

PSAF		PSAF and TVET Advisory Forum have been new platform for stakeholders for exchange. These Forums are supported by Joint Secretariat and Technical Working Group. Therefore, there is now possibility that the TVET system is regularly in contact with BIAs.
Use of CBT packages		WB funded Sindh Skill Development Project have used 33 Standards developed by the SSDP itself which have not yet been levelled/approved by NAVTTC. The Trainees are assessed by STTB.
Employment orientation		There has been significant changes in employment orientation. The project team has focus on selection and prioritization of trades with employers; the principals have employment focus and some have taken tough steps and instructors are also guided by employment as criteria. Trainees are being prepared for employment through career counseling.
		There is growing understanding on outcome of the training.
Changes in society		Trainees now spontaneously pursue employment and parents too. There have been a case from Baluchistan where father of one of female trainee provided with address of OJT and potential employer to the institute.
Changes in training system		All stakeholders - TEVTAs, principals, teachers are now inclined towards CBT courses. They understand the merits of this approach as compared to the conventional courses. For instance, WTTC in Karimabad has plan to offer CBT course in their regular programs.
		MoCs- They have also now gained expertise on entering into MOCs with employers. This has been a tool for starting and maintaining linkages with employment market.
		HR, technical and financial gap analyses - was carried by institutes with support from the project. This is new skills for them.
Case studies		The team met several female CBT graduates in CSS course in GVTI. They are now engaged in work and have earnings of various ranges. They are confident and do not need to rely on parents. The situation has reversed now where they have supported the family members. The exposure and income has bolstered their confidence to deal with the outer world. This is the ultimate result expected from any skills development programs irrespective of duration and context.

Sub/components	Respondent	**Sustainability - Do the key stakeholders NAVTTC, TEVTAs, BIAs and training institutes take the ownership of the milestones achieved so far?**
Overall		STEVTA has exceptional ownership of the Project Activities. -Support for implementation of CBT packages -Establishment of Teacher training institute and arrangements for staff and other resources -Implementation of Result Two by supporting institutes to prepare proposals
Joint Secretariat		STEVTA and Industry Department in Punjab are hosting JS secretariat. These JS are supported by ToRs. There are indications of joint work. The committeemen of the private sector particularly BW Associations shows that this JS has potential to continue.
TF		The project has supported many institutes with additional machine and equipment (computers and kitchen wares). The question remains how these resources will be continuously used by institutes.

Sub components	Respondents	Coherence - Is there likelihood for the project's interventions such as CBT&A, teacher training and skills training reinforcing government's and donors' skills training Project s.
Donors	**PKWMA**	The project intends to NVQ leveling of the 33 CBT courses developed by World Bank but not done yet
	Karimabad WTTC	USAID is working with the institute and INJAZZ working with USAID for entrepreneurship start for TVET institute. The project could benefit form this potential collaboration.
		No OJT and placement plan
	NVQF	It needs to revised. For example, current agriculture CS mainly for Punjab where mango is famous whereas Sindh advantage is different. This kind of localization is necessary in curricula.
		Office assistance has MS word package which is not sufficient. It also needs other packages to cope with the demands in office. Some courses were prepared during long ago.

Components	Respondents	TVET III
	CD of institutes	As per the principals met, the project is not supporting the institutes as before and it has to manage things by itself. For instance, managing OJT is now the institutes' responsibility.
Employment orientation		
		Modular course and formative assessment has been now easy. Teachers can better handle it now compared to the last year.

Sub/Components	Respondents	Issues	Recommendations
CBTA		Some of the CBT courses are too long	There is need for review of such courses which could be done after quick interview with sample instructors.
Teacher Training		Teacher training is a perennial need and the system needs to be developed accordingly. The current approach is guided by need of ensuring CBT trained teachers in place. It is not systematic and not building the system.	The teacher training system should be self-sustainable and an inbuilt mechanism. The governments need to be responsible for its operations. It should also encompass private institutes.
NVQ		Although the NVQF has been defined by levels and descriptors, they are yet to facilitate higher education for TVET graduates, which should be one of its major features. Currently, there is no access to higher education to the DAE graduates.	This will require accelerated work on equivalency.
		L1 and L2 does not require equivalency	

CBTA		It needs to continue and for its success needs a change in mindset of teachers and managers.	
		Institutes are not confident in implementing CBT independently. The current project had been hard time for institutes.	
CBT assessors			
Teacher and assessors training		Five day courses were organized for both teachers and assessors but they are considered to be of short duration. They are mainly pedagogy training. Many of such trainers do not have industry exposure.	There is need for refresher courses also including industry exposure.
		Assessors training is mainly on pedagogy and their assessment is done on this basis not technical training.	
			There is need for a national institute with limited Lead Master Trainers catering to the provinces.
		No subject specific/ skills up gradation training was offered.	Technical training could be under overall teacher training system but it is only under planning. It should be tied up with HRD planning. Institutes expect a systematic HRD planning with support from the project. It could include training of NAVTTC, TEVTA staff, institute managers and trainers and assessors including from industry.
OJT		OJT is confined only under one approach of training	It should be considered for all: students, teachers and assessors
		Training licensing	Should be introduced in the policy
Entrepreneurship			Micro Enterprise Development courses will be very useful for women/ females. It might also help females in rural and remote areas. For instance, with proper training on embroidery, women can be linked with market for employment and income. Courses such as this and graphic design can accommodate females. In a training in Graphic design in Sindh has 60% females.
Females		Putting female students in OJT and work is extremely challenging. Some principals even hold their certificates to force them to participate in these two important events. Some principals carry out meetings with parents, basically father and brothers.	

75% ET		All the stakeholders - training managers, coordinators, principals and trainers - think that attaining 75% employment target is challenging.	Self-employment needs to be considered as employment and accordingly, business development skills need to be imparted. There appears to be very limited understanding on this component of training. They mix it up with soft skills.
			Also, as provided recommendations during meetings is that the institute through the VC and JP must a progressive OJT and placement plan and its execution.
WPB training			Full workplace based training model proven by FAW motors, SDC and the project is considered for upscaling.
		STEVTA was not part of the Training fund administration. It was rather engaged in capacity building through preparation of technical and financial proposal.	In order to institutionalize these short term training approaches, STEVT needs to be the part of the process. They need to have capacity on how to ensure quality, engage BIAs for an outcome oriented training.
BTE		BTE is not considered by TEVTA and NAVTTC. It is not accredited. It does not get resources from NAVTTC as is the case of Punjab while they are not financial burden for government.	NAVTTC may consider involving BTE in various processes and its capacity building as it will be responsible for certification of L-5 courses
Communication with institutes		In some cases communication with teachers have been direct which is in appropriate. At least, it should be through institute, if not via TEVTA.	Project may look into this to avoid mistrust of TEVTAs
VC and JP		It exists and HOD are responsible in turn.	
		But there was not management training which is necessary.	
Social inclusion		No evidence available with regards to social inclusion - transgender, differently able people, and minority.	

Annex 9.3: Balochistan Notes

Respondents	Relevance- The extent to which the project objectives, intervention logic, interventions and indicators are relevant to the TVET governance and training system related problems.
	Short term training is highly relevant as it helps people to prepare cope in the labor market in shot time. The CBT approach is even better as it is based on modules and competencies. It helps to make long journey start easily. In other words, CBT has helped to respond to the market needs.

Effectiveness- To which extent the planned benefits are being delivered and received, as perceived by key stakeholders (including women and men);
Two of the BIA members (Baluchistan and Lasbella CCIs) are in the TVETA board which shows weak position of the private sector. As informed by the Secretary Manpower Department, as it is difficult to change the Act in the short term, they have Standing Committee under the Board where such membership can be enhanced.
An active Joint Secretariat (JS) is in place under TVET Advisory Forum. The JS is supported by Technical Working Groups (TWGs) which are of temporary in nature. Of the 9 members 4 are from private sector with two very active members including Chair of Baluchistan Women Chamber of Commerce. The ToR of JS is notified for 8 years hence it will continue even after the project is over.
A Standing Committee is established within CCI which helps dialogue with Joint Secretariat for Work Based Training and some of the SC members are also in JS.
2/8 are female training provides with 2 co-education.
4 IMCs are established in the public institutes and all are under Directorate of Manpower Training. Nominations are yet to be made. Two of them are female training institutes.
Membership - as per the IMC notifications, 50% members need to be from private sector and 50% females and is chaired by Private sector.
It is basically the pedagogy and doesn't contain subject specific training. Although it could be part of training system development but at least assessment of trainers capacity to offer CBT courses would be necessary.
There are 2 TTCs in Quetta
So far 169 people passed the RPL
BTEVTA has linked with NSIS
Irrespective of CBT or training under Result Two, training institutes have made OJT compulsory.

Components	Respondents	Effectiveness- How effectively skills training was planned by productively engaging business and industry to ensure effective execution of training including workplace-based practices for males and females?

Overall		Overall this component very relevant as Balochistan has very limited skilled workforce.
		Limited capacity of BIAs and awareness on skilled workers although they feel acute need
	CVT	The OJT mode of training is confused with CVT mode. There has been confusion on understanding between these two concepts.
TVET fund		8 institutions are on board for offering TVET Fund managed training, and of them 2 are private institutions.
	WTTC	The institute is in operation since 1989 and is offering OJT since 1994. It is offering OJT based training under TF.
Process	WTTC	1 page concept paper was prepared and shared with the project. A consultant was provided to help prepare the proposal. It went through the process.
	WTTC	L2 courses of six months duration offered are- Office Assistant, Cook, Computer Operator and beauty therapy. The six months course includes 2 months OJT after completion of institute based training.
	WTTC	The school consulted with employers before selection of the trades. School also consulted with parents particularly fathers and brothers for ensuring smooth participation of girls and also to ensure their OJT and employment in new places with presence of males. Some parents even suggested for places where children could be sent for these purposes.
Student selection	WTTC	VA was made through news paper and banner and flyers. The current regular program students were the other big messengers. For 60 places, altogether 200 applications were available. The criteria included minimal qualifications of matric, availability of infrastructure in institute. The other criteria included candidates from vulnerable groups and students willingness to participate the co-education mode. In fact 60% of the participants of GVTI B are from economic vulnerable groups.
Incentives	WTTC	No stipend or scholarship is provided to the students. It is a free training. But after completion the students based on their plan will be given toolkits. For example, kitchen ware - oven and laptops for students to work after graduation. (Under regular program students get PKR 2500 per month)
Targets	WTTC	Both the employment and income targets are understood but there is absence of clear planning for its achievement.
Teacher training		5 days training was provided to relevant teachers.
M&E		Formative and integrated assessment is in practice. Most of the institutes practice the formative assessment on modular basis, which is appreciated. This should be made standard across the program and also across the CBT&A programs
Employment and income targets		Employment and income targets are new concept for the institute.
	Costas	Total project per head cost - PKR 112,000; which without tool kits is PKR 87,000, Hence, the total toolkits cost is PKR 25,000 which is around 22% of the total cost. It is substantial amount for toolkit.
	Institute contribution	Total cost of project - PKR 67,73,000 and school contribution is PKR 450,000 which is around 7% of the total cost. This is an encouraging indicator.

	B Business Women Association	The Association is offering training to 100 women in trades such as fashion design, e-commerce and cooking. 4 courses are of 6 months duration with 2 months OJT. There have been MoCs with 13 enterprises for OJT and employment facilitation. Fashion design is of 12 months duration with 4 months OJT. Employment target is difficult to promise.
		For identifying trades, sector study was the entry point, it was followed by interview with CCI and individual employers and workers. This is kind of RMA. Then these identified trades were prioritized in the TF proposal.
VC and JP	VC and JP in Balochistan	VC and JP in all institute the project is working with. One of their roles is to establish industrial linkages and is done by the project sponsored staff.
		VC and JP in Balochistan WTTI is excellent.

Sub/components	Respondents	3. Effectiveness - To which extent the stakeholders (including women and men) were engaged in the different milestone.
Punjab		
BIAs		BIAs are engaged in development of Gem and Jewelry CBT package. The process started with identification of workforce needs followed by sector study guided prioritization of this trade. Then request was made to NAVTTC who is now following DACUM process to develop the packages. It is in the initial stage and is expected to include national and international experts for completing the package preparation process. It may take 6-8 months complete one package.
CBTA offering		4 public institutes are offering competency standards.
Teacher training		All assessors are certified and institute based. CBTA training is provided to both TF trainers and CBT trades selected for implementation.
Trades identification	**Gem and Jewelry Association**	A seminar was organized by the project on new curricula development. Experts were invited and it was followed by a review conference. NAVTTC developed standards by using DACUM approach. The experts included Pakistan and international experts for developing curricula called 'Gemology'. The second course identified is 'Gem Stone Faceting'.

Sub/components	Respondents	Efficiency - How efficiently project deliveries are made in terms of time, financial and human resources?
HR	**Sindh**	12 staff in total, 8 are professional staff. 2 of the the 8 professional staff are females.
		Sindh team also provides support Balochistan team.
		Staff were oriented during first six month, the inception phase. It includes management of Training Fund.

HR		The program is managed from Sindh with two coordinators one each for the two result areas. One of the positions is vacant for the last two months and is estimated to be filled in soon. It has delayed the rest of the work under Result One. A consultant is hired for technical support but he is on the short term basis and is based in Sindh.
Finance		Graduates will get toolkits for example oven for cook and laptop for computer operator. Although it may help them start their work, very careful planning would be required. Unless, they have plan to start their own hospitality business, its distribution might be questionable. Similarly, the distribution of laptop needs to be carefully planned to see its benefit as normally the offices which they are going to be absorbed will have these facilities.

Sub/components	Respondent	**Efficiency - Are the national and provincial TVET authorities and bodies involved in the project design and implementation? Are the requests for changes in modality thought feasible and accordingly timely actions taken? Do the original objectives still can be achieved?**
Policy	**Secretary Labor and Manpower Training**	There is further need for consolidation of TVET sector. He briefed that the process under formation of Skills Development Company is not favorable as it will add one more layer in the sector. Fault lies with government. Instead, it is necessary to build capacity of BTEVTA.
		There is no issue with policy, CBT and NVQF and will be followed by the Department.
		He opined that donors should support BTEVTA and considered JS is doing well with representation from BIAs.
BOG TEVTA		BOG rules of TEVTA needs review as 4 out of 18 members are from private sector. Act needs to be change to increase the number. But a Committed can be formed to devolve and increase number of BIAs.
Training fund		Most of the courses are offered by public institutes who informed that this was a great learning opportunity. Particularly managing short term training targeting employment and income. It appears to be institutes' capacity building opportunity as they have indications of using these skills in their regular programs.

Sub/Components	Respondents	Issues	Recommendations
Institution		BTEVTA is very poorly resourced in terms of HR as there is only one person in place. It is now located within the premises of DMP Training. By far most of the activities remain under DMP Training.	BTEVT needs to be strengthened in terms of HR and physical space.
CBT modules		They do not include entrepreneurship module	It should be included in self employment and trades with ME potential and need to be taught in apprenticeship mode.

Assessors		Assessors are basically the instructors but not from the industry with actual work experience.	
Training Fund		Business skills linkages, entrepreneurship and OJT missing	Financial linkages could be possible as organizations such as Hama Empowerment and Welfare Trust, Akhuwat could facilitate collateral and interest free loans ranging between PKR 12,,000 and 200,000
		Ministry of Small industries which represent 80% of institutes failed to attend many training as they were asked many papers one by one. The process was not well prepared; everything could have been decided from the beginning. This led to dropping of the most demanded course of mason. Balochistan has also demand for agriculture and livestock training	After all, the major objective is to build the strength of the public system. Therefore, the criteria with the public system could have been flexibly considered while keeping the employment and income targets uncompromised. It requires close coordination and working relationship from the beginning including support for technical and financial proposal.
TEVT linkage		There is no clarity on linkage between VT and TE and further education	It requires: 1. completing the NVQF framework 2. establishing clear linkages how short term modular vocational training could lead to TE at DAE level and then to the higher education 3. This also requires equivalencies particularly at level 4 and 5. It requires intensive collaboration with responsible public sector competent authorities 4. Finally, social marketing is a must clearly encompassing the TVET reform agenda

Sub/components	Respondent	Outcome - How far the milestones such as policies, concept papers, CBTA packages, teachers and assessors training, RPL system have been notified, implemented. Are they used or have indications of use by various stakeholders? Are evidences of changes in relevant stakeholders' practices and behavioral patterns available?
BIAs		After getting involvement in the project, the BIAs have interest in working with the TVET system. Their interest to be the member of TEVTA Board, involvement in sector studies and trades prioritization and JS are some indicators.
		Further realizing the value of the project presence and training, they are also interested to get training for their existing workers.
Use of CBT packages		GVTI is going to start Drafting, Call center agent courses where CBT packages are available. CBT is considered clearer.
		The GVTI considers employment and income targets as new concept for the institute.
Employment orientation		The institute has now employment orientation and apparently, this concept will have effect on their regular programs as well.
Changes in society		Females think that they can start working independently and even staying at home. It helps to between the market and households which is difficult mostly for women. There are some increasing that females can make use of their skills in preparing market relevant products such as food by stay and delivering on line or using their husbands support. Meeting market needs by staying at ho possible to think before. However, it needs further work.
Changes in industry		Industry has now awareness that these training are for strengthening market needs. As evident from the Quetta CCI members, they now want to see how best the money available for the project is being used. They are conscious about results oriented training but not just for the sake of attaining project targets. These targets needs to be aligned with their needs which so far is helpful. The employers now have forum to put forward their demands. For instance, mason are from Punjab which they need to prepare locally. QCC wants to have effective role in ensuring best use of the resources coming in. They want transparency in use of resources.
Changes in training system		Teachers working in CBT mostly are the institute teachers, they in parallel or after the training will use their CBT experience in their regular training. The public sector institutes have interest in adopting the CBT courses in their own programs as well. They are targeting employment now, it is big change in the pubic system.
		There is now knowledge, skills and attitude towards a systematic market responsive training. They want to further enhance their skills during the project lifetime and use in the future.

Sub/components	Respondent	Sustainability - Do the key stakeholders NAVTTC, TEVTAs, BIAs and training institutes take the ownership of the milestones achieved so far?	Are the milestones and process imbedded in the TVET institutions?
Overall		The project duration is considered as instilling the market relevant skills. By the time the project is over, participants think that the relevant associations will have idea, some experts will be established and also the government agencies such as BTEVTA and others will be strengthened. In these terms, the project interventions are considered gap fillers.	
JS		Continuity of JS is under question as it does not have secretariat and staff. Although BIAs show indication for availing such support but it needs to be well established.	Exchange and visit to other provinces how the private sector instruments work need to be explored for enhancing learning

Components	Respondents	TVET III
Employment orientation		A girl (Mahrosh Md. Akbar) from Wahadat Colony located 8 kms away from the institute comes from a economically vulnerable background. She had to walk on foot to attend training which forced her to be absent for couple of days in the beginning. The Principal arranged the pick up and drop facility which has resolved this problem. She proudly says, her father has dream for her future career in a good company. Therefore, her father is supportive of her training.

Sub/Components	Respondents	Issues	Recommendations
Institution		BTEVTA is very poorly resourced in terms of HR as there is only one person in place. It is now located within the premises of DMP Training. By far most of the activities remain under DMP Training.	BTEVT needs to be strengthened iin terms of HR and physical space.
CBT modules		They do not include entrepreneurship module	It should be included in self employment and trades with ME potential and need to be thought in apprenticeship mode.

Assessors		Assessors are basically the instructors but not from the industry with actual work experience.	
Training Fund		Business skills linkages, entrepreneurship and OJT missing	Financial linkages could be possible as organizations such as Hama Empowerment and Welfare Trust, Akhuwat could facilitate collateral and interest free loans ranging between PKR 12,000 and 200,000
		Ministry of Small industries which represent 80% of institutes failed to attend many training as they were asked many papers one by one. The process was not well prepared; everything could have been decided from the beginning. This led to dropping of the most demanded course of mason. Balochistan has also demand for agriculture and livestock training	After all, the major objective is to build the strength of the public system. Therefore, the criteria with the public system could have been flexibly considered while keeping the employment and income targets uncompromised. It requires close coordination and working relationship from the beginning including support for technical and financial proposal.
TEVT linkage		There is no clarity on linkage between VT and TE and further education	It requires: 1. completing the NVQF framework 2. establishing clear linkages how short term modular vocational training could lead to TE at DAE level and then to the higher education 3. This also requires equivalencies particularly at level 4 and above. It requires intensive collaboration with responsible public sector competent authorities 4. Finally, social marketing is a must clearly encompassing the TVET reform agenda
M&E		No structured M&E Unit in institutes	
Sector study		No practice of RMA and the sector study was the first time done by the project.	Sector Study was appreciated by stakeholder but cant be done regularly. Therefore, practice of conducing RMAs by individual training providers in collaboration with JS and BIAs need to be developed.
Staff training		There is no CD interventions for staff including managers and administrators	This needs to be catered by the CoEs.

TVET Fund		Training under TVET Fund appear to be around Quetta but there is acute need in hinterlands. It is not clear how it can reach to those areas. The EU funded Concern Worldwide implemented project has proven that markets can reach to these remote areas.	Encourage or take the training to these remote areas also focusing females and vulnerable groups. Concept of mobile training could also be very useful.
CVT and OJT		The OJT mode of training is confused with CVT mode. There has been confusion on understanding between these two concepts.	Clear understand is required among staff who work with training providers

Components	Respondents	Conclusions
Teacher training		Teacher training need to be a separate entity even if they are in the same compound with technical institutes. As teachers come from different background, they need specific considerations.
TAF-JS		It has been effective platform for discussion. Not such opportunity was available before. IT is positive sign towards BIA engagement.

Annex 9.4: Islamabad Notes

Sub/components	Respondents	Relevance - The extent to which the project has been consistent with, and supportive of, the current policy and project framework within which the Project is placed, the EC's Country Strategy Paper, new EU Consensus on Development, localized SDGs and Pakistan's development policy and TVET Policy.
VT	**Norwegian Embassy**	Gulf was the hot market for Pakistani workers which is now reduced. Therefore, it makes lot of sense to pay attention on local market and train people.
		Curriculum is being developed also considering international standards and certificates are being issued.
		Norway has lot of emphasis on gender mainstreaming.
		It is better to pay attention to quality, not only on quantity.
cost effectiveness		EU is engaged in taking lead on increasing scope. But it's an expensive agenda.
		Currently, institution development perspective is missing which is major indicator of sustainability. Institutions are weak in the third world.

Sub/components	Respondents	Effectiveness- To which extent the planned benefits are being delivered and received, as perceived by key stakeholders (including women and men);
Governance		PS membership in NAVTTC 60% now.
	NISTE	Legislation for skills University developed and bill passed. Main guideline and framework by federal govt.
CBTA		CBTA is up to certificate course. DAE needs to be incorporated by CBT&A. All TVET course need to be converted to CBT&A.
		But there is need for prioritization for some occupations, not for all. No linkage between VT, TE and higher education. Teachers are still not familiar with CBT&A.
Curricula		National standard is necessary
CoE		12,000 institutes in the country. CoEs at the provincial level is okay but there is need for Lead Master Training institute at the national level. It facilitates national standards, cost efficient, cross-fertilization and means for international knowledge transfer.
SSC - hospitality		2 staff assigned by Hashoo Foundation which is associated with hospitality industry. The Chairperson is very active and associated with Pakistan Hotel Association. It has been notified by

		government. COTHM, ITHM and hotels are the members. Hashoo foundation has provided office space and staff time.
		Mike Hanson GiZ expert has provided technical support. SSC strategy is drafted and is shared with members and inputs are on way to the SSC. There is notable leadership and ownership so far. Legal advisor from GIZ is working for its legal registration.
	ED NAVTTC	Project is moving forward. Well on time and meeting targets.
COE		He visited all CoE institutes. MoUs were signed between provincial government and NAVTTC.
RPL		Launching of RPL going very well; every month assessment is being carried out. Specific trades are: auto mechanic, cooking stitching etc.
		SSC- h and C, notified, soon will be on agriculture and textile.
		There is gap between institute and employers. IAGs never worked.
NVQ		under implementation; RPL also assessed accordingly . Now things are much better.
		CBT was in 12 institutes and now it has reached to 22.
CoE		It should be done at the national level for cultural sharing and brining different regions together. It should not be done in isolation. Resource persons can be availed at the central level. Leader and master training at the central level and CoEs at the provincial level.
RPL	NISTE	As per the NISTE instructor who participated in it: the time allocated is very short, in 5 hours, assessment of 30 people needs to be done. It is facilitated by NAVTTC
		No follow up; 1 day exam is not impossible; assessors are forced to complete, 5 hours test.
		No accreditation of center, no entrants preparations. Examples are A/C workers, general auto mechanic. Some of the candidates are certified.
CBTA		
Teacher training	BC	NTB established in 1976. 123 TTCs and 4 STIs in 4 provinces and 1 in ISB.
		Teacher training is important as technology is changing and our system are old.
	NTB	not sufficient staff, not even approved posts are filled in; no promotion happened.
		Support - required for workshop up gradation and hire staff when required.
		NAVTTC does not have Act and NTB is established by ordinance. Therefore, merger under NAVTTC is challenging. No agreement with NTB legally.
		NVQ relevant competency required to be enhanced.
		NISTE only for polytechnic and DAE (10+3 years)
		TA DA of staff to travel to ISB could be an issue.

		Some machines are operation for 30 years. Technology up gradation required.
Sustainability		
	SSC	Both the Construction and Hospitality Sector Skills Council Chairpersons and members who the evaluators met consider this approach as highly relevant concept and intervention. They have internalized its importance. Their participation in the preparation process- introductory meetings, consultation with their own members, use of lawyer to develop strategy paper and its registration are indicators of their ownership. Further, the office in their own premises and staff allocations by themselves are hard facts of its internalization and ownership. Moreover, the Chairperson and other members participating in the FGD with consultants informed that they would like to avail funds required to operate their office by themselves. They have plan to organize annual convention which will be opportunity to collect funds for the overhead purpose. The Textile Sector Skills Council stakeholders met in Faisalabad gave the impression that they are in the preparation process.

Components	Respondents	Effectiveness- How effectively skills training was planned by productively engaging business and industry to ensure effective execution of training including workplace-based practices for males and females?
	NAVTTC	
PYSDP		100,000 trained per year, offer more than 120 courses. Staff turnover is high.
CS		Standards developed do not institutes in country, now we explore exact need of the country. In order to address the quality gap, CBT was developed but it has not changed much at the institute level. Still we are trying to remove the gap.
CoE		20 institutes to be upgraded. Better scenario ahead. NTB earmarked for CoE for the federal govt. Two requirements are evident for CoE: capacity development and placement of good trainers. After training, master trainers are expected to go to institutes and train others. Return to their own areas. They will be also trained by overseas experts and regular meeting between MT and CMT. Sustainability: public institutes as CoE; retaining of trainers and refresher training
		NTB will be under NAVTTC.
		Policy: same story as told by MOFEPT but it does not have policy implementation plan.
ssc		2 SSCs up and running but most of the interventions carry western value and system. SSC could be burden
		TVET is considered less prestigious. Therefore, delivery is difficult.

CBT		CBT is just a cut and paste, CBT is questionable. The Vocational trainees are just school dropout, they won't be able to use the curricula. There is need for simplified curricula/TLM. No reading capacity with them. There should be options such as e-learning. 3D approach will be helpful.
		Some efforts for improvement: selection of best institutes; demand driven courses being implemented; trainees selected and conducted. 80% practical. There is monthly test, midterm and in the 5th month final assessment is conducted. Final test, 90% practical and 10% theory.
NVQ registry		student/graduates information is placed so that employers can check the profile.
		NSIS has been helpful to record data as the employment rate has moved from 7 to 35% (not because of NSIS but because of registration and tracking).

Sub/components	Respondents	Efficiency - How efficiently project deliveries are made in terms of time, financial and human resources?
	NAVTTC	GIZ doing good job, no serious problem or issue, but there is room for improvement.
		Due to CPEC, employment potential increases and thus relevance of VT.

Sub/components	Respondent	Outcome - How far the milestones such as policies, concept papers, CBTA packages, teachers and assessors training, RPL system have been notified, implemented. Are they used or have indications of use by various stakeholders? Are evidences of changes in relevant stakeholders' practices and behavioral patterns available?
Use of NSIS	**NAVTTC**	GOP publish TVET data based on NSIS.
		NSIS, linked with VC and JP at national level, which is linked with province and finally at the local institute level.
		What is required:
		i) enhancing industry confidence; ii) awareness by NAVTTC leadership; iii(
		The NSIS data has been now used by government economic survey, labor force survey and Academy for Education Planning and Management. NAVTTC uses it for its own training purpose.

Sub/components	Respondent	Sustainability - Do the key stakeholders NAVTTC, TEVTAs, BIAs and training institutes take the ownership of the milestones achieved so far?
Overall		
CBT		

CoE		Current method of teacher preparation through Skills International at ISB is not a sustainable way. How national capacity is built in systemic way, how the local institutional and expert capacity is built is not understood.

Sub/components	Respondents	Coherence - Is there likelihood for the project's interventions such as CBT&A, teacher training and skills training reinforcing government's and donors' skills training Projects.
	Norwegian Embassy	Its their biggest program, nearly 40 m Coroner for 3 years. 1/3rd of their country support goes to TVET III.
		Prime minister's highest priority is in education. It makes logic to support to VET. They are interested to work with government. In the long run it could be sustainable approach.
VT		VT in Pakistan makes lot of sense. They are happy with the results of progress. But it is also true that working with government is slow and challenging.
		It is also relevant as CPEC has emphasis on youth training.
		TEVTAs were dormant for so many years.
		TSP 3 is giving new blood and new spirit and inspiration for max result.
		NAVTTC is good leadership.

Annex 9.5: Notes from meeting with GIZ

Sub/components	Respondents	3. Effectiveness - To which extent the stakeholders (including women and men) were engaged in the different milestone.
Teacher training/CoE	**Giz**	Skills International and City and Guilds engaged in teacher training but the training was provided targeting preparation of chief master trainers. The training is organized in ISB and from different provinces and collecting pool of 3000 resource persons. The best graduates of this training will be then identified as chief master trainers and their roaster will be maintained in the NSIS database. They will then work in CoEs to train master trainers. During the master trainer the qualification standards of CMT will be also developed which will be standard for selection of CMTs from among the best trainees.
		The trained CMTs will then work with institutes and the idea is that the principals will be able to manage the expertise for its further utilization. Managing CMT, MT and trainers training in institutes by a principal is a blurred vision. There is absence of complete and clear picture of teacher training through CoEs. (there is also difference in expectation, the teachers in institutes have technical skills up gradation not only pedagogy and associated technical training).
		CoE seems to be blurred vision also because if it is not possible to deliver teacher training in 'CoEs' there is plan to deliver through 'Satellite' training institute. This is complete deviation from the original idea.
CBTA		the GIZ to share the plan and the progress
NSIS		Supply side is working as there is NSIS, connected with MIS cell in TEVTA and then with institutes VC and JP units. In the current system, once the VC and JP enters, it appears in the QABs network which then uses it for formative and summative assessment. Government Advance Technical Training Center in KP is one example. But TEVTA has to oversee the process. Demand side yet to happen but still efforts are on progress.
NVQ registry		NAVTTC is taking full responsibility of NVQ registry.
Labor Market survey reports prepared		The target of preparing 3 labor market survey has been made possible.
CoE	**GIZ**	NTB with established facility for teacher training combined with student training; Kotri conversion of student training institute to combined CoE and Mughal Pura with separate building, facilities and trainers in the same compound with technical institute are the three different models of 'CoEs'.

Continued

OJT is gradual process,

Craftsmen courses such as plumber, needs to include ME course
CBT - now on there will be 1-4 level packages altogether
Equivalency work will be done with IBCC and DCTE
L4 needs to have bridging courses for being equivalent to Grade 10. Equivalency is next step.
Need to work for L5. It will be done on case by case basis
Under Result 2, 7/21 courses will be implemented.
National mapping of CS and in some specific cases, complete Levels will be prepared, for example hotel and restaurant related CSs.
TEVTAs have autonomy to address the CS gaps, they can fill in the required competencies specific to the specific province.
CoE: clear difference between two streams, teacher training and student training.
clarity made between CVT and OJT. OJT is neither international nor Pakistani practice (which was wrong remark by GIZ). They understand attachment program.
GIZ is working on how to use additional money.
Requested to define various definitions

Annex 9.6: Meeting with MoFEPT

Policy drafted when there was no MOE, done by PM
After formation of MoFEPT, it reviewed together with NAVTTC
Resubmitted on 14 Feb 2018. KPI and implementation plan was requested which is done. BTE was not in earlier version, now done and also federal TEVTA proposed earlier is removed. This work is to be done by NAVTTC itself.
Resubmitted on 20 Feb 2018 but again failed to get priority.
It did not fall in the cabinet priority in 2017 and hopefully in the next meeting it will be done.
After 18 amendment NTB is no more national body. It is part of NAVTTC. So needs thorough analyses again.

Annex 9.7: KP notes

Sub/components	Respondents	Relevance - The extent to which the project has been consistent with, and supportive of, the current policy and project framework within which the Project is placed, the EC's Country Strategy Paper, new EU Consensus on Development, localized SDGs and Pakistan's development policy and TVET Policy.
CBT&A		CBT started, it is relevant
		Project emphasis on private sector collaboration is also relevant

Sub/components	Respondents	Effectiveness- To which extent the planned benefits are being delivered and received, as perceived by key stakeholders (including women and men);
Machine tools		EU should monitor and verify by itself about the support in the form of machine and tool etc.
Sector studies		
CBT&A		Not all the courses have all the levels. We are challenged. The project has to speed up otherwise, it can put us in difficulty. Implementation is not planned properly. More preparation was required before starting CBT. It is better than conventional. There is no curricula and packages for all courses. Some have l2 and there is no level 3. Students are waiting for L3. If there is no resource materials available, students waste their time. There is plan to over CBT in all 53 institutes and currently 32 offer CBT courses.
		CBT now needs to be reviewed as it was started some years back. It should be done in a comprehensive manner. CBT curricula should not be reinvented.
		Government funds CBT. Government funds TLM. GIZ provides some copies of Curriculum which needs to be copied by government.
Teachers		There is lack of teachers trained on CBT&A.
Assessment		There was delay in assessment of students. Even there is delay in certification and waiting since 9 months.
Assessors		Trained 54 but certified 18
RPL		In 20 schools, TTB is going to work.
		There is also issue with recognition as CBT talks about Levels while government has system of G1, G2 etc.
CoE		It is a good provision and we are participating in the process. 4 schools are surrendered to CoE.
BIAs		The idea does not work properly. 9 out of 17 board members are from private sector. But they are not specific. There is also problem with government in collaborating with them.

Sub/components	Respondent	**Sustainability - Do the key stakeholders NAVTTC, TEVTAs, BIAs and training institutes take the ownership of the milestones achieved so far?**	
CBT		As per the TEVTA MD and staff, there are individual focal points who are responsible components such as CBT. It shows some indications of internalization.	However, in many cases, they had to ask the project staff for updates. (in all cases we conduct meetings without the project staff)
Sub/ components	**Respondent**	Are the milestones and process imbedded in the TVET institutions?	
		CBT implementation in institutes and NVQ Registry in TTB KP are evidences	

Sub/components	Respondents	**Coherence - Is there likelihood for the project's interventions such as CBT&A, teacher training and skills training reinforcing government's and donors' skills training Project s.**
		We are fully collaborating with GIZ. We are moving towards CBT in the province.
Donors		Donors should also work with provinces and not always via NAVTTC.

Sub/components	Respondent	**Outcome - How far the milestones such as policies, concept papers, CBTA packages, teachers and assessors training, RPL system have been notified, implemented. Are they used or have indications of use by various stakeholders? Are evidences of changes in relevant stakeholders' practices and behavioral patterns available?**
		Implementation of CBT and its continuation by government and NVQ registry are some examples of outcomes.
BIAs		BIAs are now engaged in TVET process and are interested to collaborate. They have demands for identifying new training areas.

Sub/components	Respondents	Coherence - Is there likelihood for the project's interventions such as CBT&A, teacher training and skills training reinforcing government's and donors' skills training Project s.
Donors		Helvetas Swiss Intercooperation is engaged in development work including skills training component but there is no direct collaboration with the project.

Annex 9.8: FATA notes

Sub/components	Respondents	Relevance - The extent to which the project has been consistent with, and supportive of, the current policy and project framework within which the Project is placed, the EC's Country Strategy Paper, new EU Consensus on Development, localized SDGs and Pakistan's development policy and TVET Policy.
CBT&A		CBT is applied in short courses and plan is to go to entire FATA. FDA is ready to support the program in all ways it can.
		FATA has plan on reformation of Technical Education and KPR 153 million is allocated for 3 years for compensating the gap.

Sub/components	Respondents	Effectiveness- To which extent the planned benefits are being delivered and received, as perceived by key stakeholders (including women and men);
CBT &A		Ordered all technical institutes to apply CBT where curricula is available. However, all trainees should get opportunity for field internship. In our program, internship is one of the components. There is separate PC1 for internship facilitation.
Machine tools		
MIS		
MoUs		8 months with private sector for Dual program. These agreements also work for OJT.
Females		Girls are brought from agencies and trained (100 girls each for nursing (3 years) and midwife (18 months).
Sub/components	**Respondents**	**Effectiveness- To which extent the planned benefits are being delivered and received, as perceived by key stakeholders (including women and men);**
TVET plan implementation		
Sector studies		
CBT&A		Training has been effective. 2500 PKR is given as stipend on monthly basis and boarding and lodging facilities are provided. During internship they get PKR 10,000.
		Teachers training is enhanced in FATA. All technical colleges are polytechnic.
Teachers		The challenge is that institutes and teachers are in far flung areas. How to support them. How to train them? It is also difficult to bring them in other locations as number of teachers is limited. There are some institutes 200 km away from Peshawar. Some are even 500 km away. They need training. (but there are others getting more than what is required).

		In general, FATA has large area to cover but it widely scattered. People are neglected, there is low education. Females cant go out from home.
VC and JP		Training is given to staff on VC and JP.
NVQ registry	TTB	NVQ Registry covered by TTB's new organogram SWOT analyses was done relevant to TTB.
		Online certification verification is possible.
		They are working in 33 institutes with regards to CBT
Assessors		46 certified but they are not sufficient. There is need for further cerfied assessors.
BIAs		2 members of IMCs (total 7) are private sector member 4 out of 7 of Board of directors are private sector

Components	Respondents	Effectiveness- How far the key interventions being implemented as planned or there are changes in implementation modality. Do these changes still contribute to the project objectives?
CBT		All labs are upgraded where needed according to the CBT. Examples are plumbing, electrician and refrigeration.

Sub/components	Respondents	Issues	
		ME development should be a priority agenda for FATA	

Sub/components	Respondent	Outcome - How far the milestones such as policies, concept papers, CBTA packages, teachers and assessors training, RPL system have been notified, implemented. Are they used or have indications of use by various stakeholders? Are evidences of changes in relevant stakeholders' practices and behavioral patterns available?
		The employment rate is 37% in FATA. 142 stills development centers and each centre trainees 20 students making capacity of 2820. And nearly 50% are girls.
		FATA is implementing CBT on their own funds.
BIAs		Akhuwat can provide loans to FATA students if they want loan for small business. Recommendations for KAB and SYB to help start business.
		GIZ should examine FATA actions. FATA is a neglected region therefore needs proper attention.

Annex 9.9: AJK Notes

Sub/components	Respondents	Relevance - The extent to which the project has been consistent with, and supportive of, the current policy and project framework within which the Project is placed, the EC's Country Strategy Paper, new EU Consensus on Development, localized SDGs and Pakistan's development policy and TVET Policy.
CBT&A	**AJK TEVTA** **AJK TTB**	The respondents in TEVTA office, TTB and the institutions visited appreciated the CBT&A approach and related interventions under the project, relevant to steer the TVET system out of the problems and issues it faced for example low quality, mismatch between supply and demand and employability issues. They also considered design of the project relevant to the prevailing realities and problems and issues confronting TVET system in AJK at the time of its designing. This is reflected in their acceptance of project interventions for example CBT&A. The AJK TEVTA plans to convert all trainings offered in their institutes to CBT&A. The instructors and trainees too appreciated training under CBT&A saying it is more practical and job oriented.
		The AJK TVET authorities also informed that they were consulted during the project designing stage. As AJK traditionally do not have their own TVET Policy, they considered the project design based on Pakistan's policies such as NSS and TVET Policy in particular, Vision 2025 and other national and international relevant documents, relevant in their context as well.
Sub/components	**Respondents**	**Relevance- The extent to which the project objectives, intervention logic, interventions and indicators are relevant to the TVET governance and training system related problems.**
CoE	**AJK TEVTA**	No CoE is planned for AJK is planned under the project. However respondents expressed need for a specialized institution for teacher training.
	AJK TEVTA	The AJK TEVTA officials considered NVQ very important to standardize TVET and relevant.
CBTA	**AJK TEVTA**	AJK TEVTA functionaries, CBT&A teachers and trainees consider CBT&A highly relevant for better skills proficiency development and employment potential.
SSCs	**AJK TEVTA**	No sector Skills Council is envisaged to be established in AJK. However, the SSC are an important for studying labor market; policy and develop qualifications and OJT and employment facilitation within the specific sector.
VC and JP	**AJK TEVTA**	The TEVTA functionaries as well as teachers realized the importance of right selection of trades and employment after training. Hence they considered VC/JP as a relevant Intervention in line with project objectives.
BIAs engagement		The major focus of the project is on improving TVET through engagement of private sector in decision making bodies and planning and delivery of TVET. The respondents too considered it highly relevant intervention/target for enhancing quality and shift from supply based to demand driven TVET.
Curriculum Process		In brief the process involves: NAVTTC identifies needs, calls experts and organizes DACUM workshop. The results go through the industrial validation followed by banding and then again consulted with experts. Instructors from AJK have been involved in this process in the past. However, AJK TEVTA has not been

Sub/components	Respondents	Relevance - The extent to which the project has been consistent with, and supportive of, the current policy and project framework within which the Project is placed, the EC's Country Strategy Paper, new EU Consensus on Development, localized SDGs and Pakistan's development policy and TVET Policy.
		involved in Curriculum development process of the Project/NAVTTC during the reporting period. The development of CBT packages has been outsourced to an international company. The respondents consider it necessary to involve local institutions and experts for their capacity building and sustainability.
Other donors		
IMC		As part of private sector's effective engagement in planning and delivery of TVET, IMCs with over 50% members from private sector are considered highly relevant. IMC is an old concept but in the past these have been dominated by government functionaries. IMCs with effective representation of private sector was considered by respondents relevant to improve governance of TVET at institute level. Reconstitution of IMCs in all institutes under TEVTA is a reflection of this.
Assessors		The respondents considered preparation of Assessors as an integral part of CBT&A system. TEVTA has a pool of 51 Certified assessors (43 trained during period under evaluation) for assessment of CBT&A trainees.
management		-To improve management and governance project (Under 1) targets at least 50% members from private sector /BIAs in BoG of decision making bodies (NAVTTC and TEVTAs) and Institute Management committees. -Training of Heads/Principals (F 3) in Institute Management. The respondents considered both these relevant for improvement of governance and management of TVET system.
VC and JP		The respondents considered VC/JPs relevant to the problem of selection of right trades by the trainees to start with and facilitating graduates in securing jobs Through proper guidance and providing information about potential employers/vacancies.

Sub/components	Respondent	Sustainability - Do the key stakeholders NAVTTC, TEVTAs, BIAs and training institutes take the ownership of the milestones achieved so far?	
CBT		There is very close collaboration between TTB and GIZ. GIZ staff is considered as TTB staff.	
Sub/components	**Respondent**	**Are the milestones and process imbedded in the TVET institutions?**	

Sub/components	Respondents	Coherence - Is there likelihood for the project's interventions such as CBT&A, teacher training and skills training reinforcing government's and donors' skills training Project s.

Donors		

Sub/components	Respondents	1.Effectiveness- To which extent the planned benefits are being delivered and received, as perceived by key stakeholders (including women and men);
TVET Advisory Forum	AJK TEVTA	The AJK TEVTA fully supports constitution of skills Advisory Forum, constitution of which is in process. Members have been identified and a summary for Government approval is under submission. Notification remains.
MIS	AJK TEVTA	-MIS cell has been established and is currently housed in TTB premises for want of space in TEVTA building. - Enough HR are not available. One officer is responsible for both NVQ Registry and MIS cell. -The MIS cell at AJK TEVTA has not been linked to NSIS in NAVTTC as yet. -10 Data entry operators have been trained.
NVQ Registry	AJK TTB	-AJK TTB has been accorded provisional Accreditation by NAVTTC. -NVQ Registry established at TTB premises and is functional.
Agreements	AJK TEVTA	Two agreements have been signed between AJK TEVTA and Shifa Foundation, Islamabad and AJK TEVTA and Suzuki Motors Muzaffarabad for workplace based training/OJT. Seven MoUs with different enterprises are under process with various enterprises/industries:—Institute of Media Science, Islamabad, English Biscuits Manufacturers, Haripur/Hattar, Mirpur CCI, Hashoo Foundation Islamabad, Pakistan Profiles Ltd, Azad Group of Companies Pirpur, UoAJK in collaboration with AIMS &CMH Hospitals

Sub/components	Respondents	
Sector studies	AJK TEVTA	Sector study has been conducted and the draft was shared in a workshop. But full report has not been shared yet.
Overall	TEVTA	The respondents were satisfied with overall performance of the Project and were taking measures to overcome certain issues such as TLM availability for all trainees through procurement using government resources.
NVQ Registry	TTB	Registry set up at TTB and operational-
IMC		Institute Management Committees (IMCs) have been reconstituted in all the 66 TVET institutes under TEVTA (100%) and have 80% members from private sector; mostly social workers in the area. Bank accounts of all IMCs opened. No new ROB issued; governed under RoB issued in September, 2016

CoE		- No CoE for AJK under the Project; - The TVET authorities in AJK informed that in the absence of a separate CoE for AJK, their needs could be served in the CoE at the federal level or any Teacher Training Centre in Islamabad for that matter. - They also conducted short (5 days) training of teachers in CBT&A for capacity building in training under CBT&A and assessment, at their own---35 teachers trained at Muzaffarabad during the period under evaluation. Plan to train another batch of 35 in Mirpur.
NVQF	TTB	NVQ Registry has been set up in TTB and is fully functional
NSU		NVQF Support Units have been established at AJK TEVTA and TTB under the Chairmanship of Chairman TEVTA and is operational
CBTA		Awareness raising Campaign for CBT&A and RPL with project support;
		CBT&A introduced in all 66 TVET institutes; offering courses on traditional pattern in parallel still continuing in some institute (for completion of on-going courses/ batches);
		CBT&A has increased from 9 trades previously to25 trades during 2017 – 18;
		Current enrollment 2060; 1075 in dress making trade for females and 985 in other trades.
		Trainees in an institute visited complained that they had to spend lot of money on preparing portfolios for formative assessment which was a problem for them.(Most of the trainees belong to low income families)
	TEVTA/ Institutes	Non availability of TLM for trainees was another issue highlighted by both TEVTA officials and trainees. AJK TEVTA has got funding for procurement of TLM for trainees during future offerings.
		An officer (District Manager) also talked of inadequate facilities needed for effective training under CBT&A.
		No OJT for trainees.
Females CS		Competency standards / packages available in female friendly trades like Dress Making
BIAs		Very weak industrial base

		Few industries/enterprises like Muzaffarabad Suzuki Motors involved
		Contacting enterprises out of AJK, for example industry in Hattar Industrial Estate and in Islamabad
CVT	TTB /PC Staff	Training under CVT mode in collaboration with Pearl Continental, Muzaffar abad in trades like Front Desk Officer, House Keeping, Cook etc under Prime Minister's Youth Skill Development Programme. For the next batch TEVTA plans to use its own funds to support training.
		PC Hotel Trainers conducted theory classes at TTB where space was provided. Hotel trainers conducted the theory classes whereas practical training was conducted in the Hotel.
Teacher training -		No teacher training institute for pre or in-service training of TVET teachers.
		TEVTA managed short duration (5 Days) training in CBT for 35 teachers at Muzaffarabad with the help of Project Coordinator and their own staff already trained.
Special Initiative		TEVTA introduced special course for ladies in Beautician trade in all districts (Not in all institutes) from July, 2017
HRD		Three Officers from TEVTA Headquarter and one Head of a TVET institute were under management training being conducted by the Project at Islamabad.
VC&JP		-It was informed that 12 VC/JP Desks were established, at least one in each district (In one of its TVET institutes) under the previous phase (2011-2016). The respondents further elaborated that two of these became non-functional because of transfer of concerned Teacher/Officer. No new Centre/Desk (s) have been established during the TVET-III except that vide an office order dated 9 February, 2018 an officer of TEVTA (Assistant Director) has been designated as Focal Person of TEVTA for VC/JP. This action however, indicates the realization among the TEVTA of the importance of VC/JP services. -Besides, 10 VC/JPs established previously need to be activated and linked with MIS set up at TEVTA.
CBT assessors	TTB TEVTA	During the evaluation period (Jan 2017 to March 2018) 43 Assessors were trained. Out of a pool of 51 assessors with AJK TEVTA 10 are females.
RPL	TTB	Five Centres declared as assessment centres: • Vocational Training Institute, Mirpur • Toyota Azad Motors Mirpur(Auto Mech L-1 &2 • Suzuki Muzaffarabad Motors (Auto Mech L-1 & 2 • Modern Kashmiri Art Vocational Training Centre, Gojra Muzaffarabad (Dress Making L 2) • Ujala Technical Institute (Gen Electrician Level 2)
		The process Involves: • Advertisement 9Ad given in December, 2017) • A coordinator guides candidates to fill forms • Pre-assessment • Gap training if needed to make up deficiencies • Registration

		• Testing for RPL • Certification

	Respondents	Effectiveness- How effectively skills training was planned by productively engaging business and industry to ensure effective execution of training including workplace-based practices for males and females?
		Training in Hospitality related trades conducted in collaboration with PC Hotel Muzaffarabad, under PMYSD programme.
		TEVTA Plans to run next batch with their own funds.
		2 Agreements signed with Shifa Foundation Islamabad and Suzuki Muzaffarabad Motors for training with their collaboration.
		7 MOUs in process
		IMCs with 80% membership from Private sector constituted to improve delivery of TVET with their involvement and guidance

	Respondents	Effectiveness- How far the key interventions being implemented as planned or there are changes in implementation modality. Do these changes still contribute to the project objectives?
Teacher training		Change from Centre of Competence to Centre of Excellence and change in training modality.
		Would achieve the target as for number of teachers but would miss certain benefits attached with dedicated National centre-

Sub/components	Respondents	4. Effectiveness - To which extent the stakeholders (including women and men) were engaged in the different milestone.
Sector studies		Sector Study completed
SSCs		TEVTA can collaborate with both SSC for running hospitality related courses and earthquake resistant construction related courses
NAVTTC support		Collaborated with NAVTTC to run a hospitality related course in collaboration with PC Hotel.

benefit observed of SSC		The two SSCs can carry out market needs assessment and identify trades in demand related to the sector, can provide technical support in developing new courses specific to hospitality and construction including earthquake resistant construction
Challenges		Very few industries for workplace based trainings and OJT
		Non availability of all levels courses in trades in demand fot trainees aspiring for further training,
Curriculum		Can provide technical support for developing courses in Kashmiri Art products like Gabba Sazi , Shawl Bafi
CBTA assessors preparation		43 assessors have been trained under TVET-III.

Sub/components	Respondents	Efficiency - How efficiently project deliveries are made in terms of time, financial and human resources?
Delay CBTA		TEVTA or private sector buildings are used Meetings and workshops are conducted in TEVTA or private sector premises are used for conduct of trainings.
		Training data are being updated on NVQ Registry

Sub/components	Respondent	Efficiency - Are the national and provincial TVET authorities and bodies involved in the project design and implementation? Are the requests for changes in modality thought feasible and accordingly timely actions taken? Do the original objectives still can be achieved?
Sector study		Completed in Time
NVQ-		Delay in development of NVQ packages need to be covered
CBTA		
Teacher training.		Change from CoC to CoE and in training model proposed in the Project document has resulted in delay in teacher training which would in turn impact other related activities for example assessors preparation
Assessors-		Change to CoE and resultant delay to make them operational would result delay in assessors preparation.
		Delay in development of 60 new CBT packages would also impact training of assessors.

Sub/components	Respondent	Outcome - How far the milestones such as policies, concept papers, CBTA packages, teachers and assessors training, RPL system have been notified, implemented. Are they used or have indications of use by various stakeholders? Are evidences of changes in relevant stakeholders' practices and behavioral patterns available?
BIAs		The concept of private sector/BIAs engagement in decision making bodies e.g. Governing Boards of NAVTTC and TEVTAs and in IMCs has been well taken and functionaries at various levels are showing signs of conviction of its benefits. Similarly BIAs and employers are now realizing the benefits of their involvement for the business and industry by way of getting better trained workforce,
		Making amendments in the Acts of NAVTTC and TEVTAS is rather long drawn process, the IMCs have been/are being reconstituted with at least 50 % representation of private sector. This change in mindset on both sides is going to pay dividends in the form of improved TVET system.
SSC		Two SSCs; in Hospitality and Construction have been notified. It is a visible outcome. These along with Working groups would serve as think tank tanks for the TVET System
TVET Advisory Forum		TVET Advisory Forums established in the four province (under active process in AJK), and Joint secretariat under them are high level forums comprising private sector/BIAs for deliberation on various issues confronting TVET.
Use of CBT packages		CBT Packages developed during the previous phase and 60 more to be developed under the current phase and their implementation would change the scenario from supplied based system churning out low quality workforce to a demand driven system producing high quality manpower.

		The NVQ packages developed under the project are being used by other players for example WB funded Punjab Skills Development Project and Prime Minister's Youth Development programmes.
RPL		The RPL has been delayed but a beginning has been made. When in full swing, this system would bring large number of informally skilled persons in to recognition. These would not only open more avenues for them within country, but in the overseas markets as well and earning valuable foreign exchange for the country,.
Industry linkage		The industry-institution linkages being created would result in trust building.

Sub/components	Respondent	Sustainability - Do the key stakeholders NAVTTC, TEVTAs, BIAs and training institutes take the ownership of the milestones achieved so far?	Are the milestones and process imbedded in the TVET institutions?
CBT	**Acting Chairman TEVTA** **Secretary TTB**	AJK TEVTA has full ownership of the interventions under the project including CBT&A. For example TEVTA has got schemes approved to procure TLM for trainees and tools and equipment for refurbishing the workshops for effective CBT.	Through training of Teachers on CBT and orientation of Head/ Principals the CBT and involvement of some of then the development processes of qualifications these are embedded in the system

Sub/components	Respondents	Coherence - Is there likelihood for the project's interventions such as CBT&A, teacher training and skills training reinforcing government's and donors' skills training Project s.

Components	Respondents	Changes observed	
		TVET III	**Past**
		Awareness on benefits engagement of Business and industry in decision making, planning and delivery of TVET for the system	The TVET system operating in isolation of industry
		Gradual shift to demand driven training	Supply based system
		Modular System with main focus on competency development.	Curriculum based time-bound training with limited focus on practical training/skill development

Sub/Components	Respondents	Issues	Recommendations
		Very few Industries in AJK to approach for CVT/OJT	Small even micro enterprises to be taped for OJT
		Shortage of staff- for example the MIS and NVQ registry are manned by one person	Concerted efforts by AJK TEVTA to get additional posts.
		Capacity of staff need to be enhanced	Project may conduct need assessment and arrange trainings for capacity building.
CBTA		Incomplete levels	Gaps to be removed
Sector study		Non availability of full report with TEVTA	Project may provide copies of the relevant report to TEVTAs
NVQF		Equivalencies of various levels with conventional TVET qualifications and general education required	Project may expedite action
Gaps in levels		Need to be filled in at least in trades in high demand.	Project may expedite action
TLM		Trainees cannot follow TLM in English	Project may arrange for translation of TLM into Urdu
RPL Assessment		Capacity of newly established TTB staff need to be enhanced	Project may conduct Need Assessment and training to build capacity
Certification		QABs may be empowered after capacity building to issue certificates.	Project and NAVTTC may consider
		Delays in issuance of Certificates	NAVTTC may take measures to expedite including empowering QABs.
HR		Capacity of TTB need to be enhanced	Project may conduct need assessment anf arrange trainin.
Teacher Training		Teacher Training and Student training combined in one institution (CoE)	The two wings may have autonomy
RPL Assessment		The Assessment centres need to be accredited for quality compliance	The TEVTA may prepare the new as well as existing assessment centres for accreditation

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