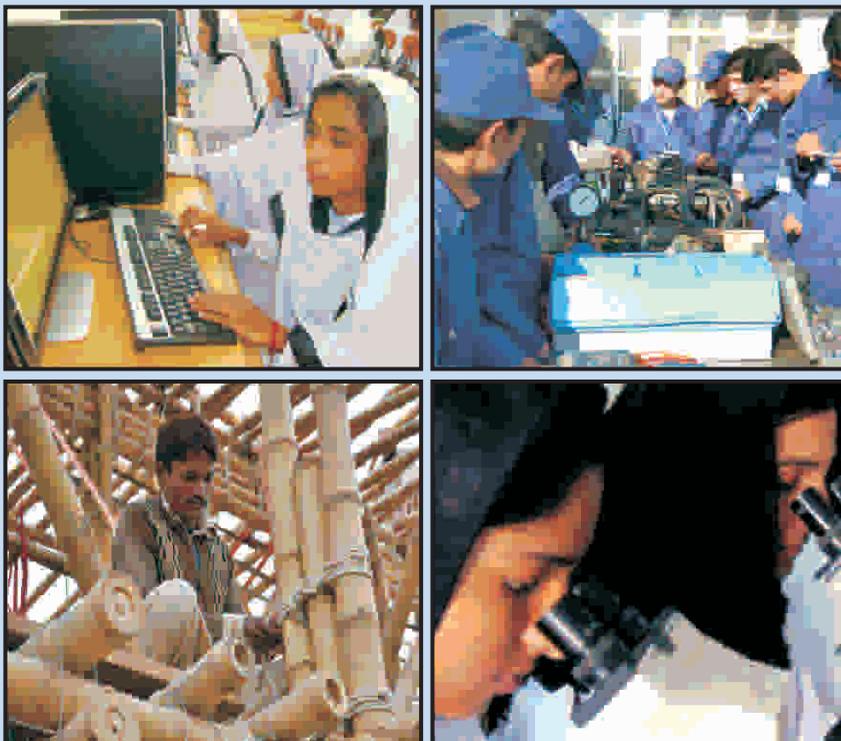


# Online Public Poll on Technical & Vocational Education & Training (TVET) in Pakistan

Report  
September 2012



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**Report  
September 2012**

**Submitted to:  
TVET Reform Support Programme**

**Conducted by:  
Reliance Services, Islamabad**

**Disclaimer:**

*“This report has been produced with the financial assistance of TVET Reform Support Programme/GIZ. The contents of this report are the sole responsibility of Reliance Services and can in no way be taken to reflect the views of the TEVT Reform Support Programme/GIZ.”*

# Abbreviations

- EU European Union
- FRG Federal Republic of Germany
- GIZ Deutsche Gesellschaft für Internationale Zusammenarbeit
- GOP Government of Pakistan
- HR Human Resources
- JGP Jang Group Portal
- NSS National Skills Strategy
- TVET Technical & Vocational Education & Training
- TVET-RCS TVET Reform Communications Strategy

# Table of contents

- INTRODUCTION
- RATIONALE OF THE POLL
- OBJECTIVE OF THE POLL
- TARGET AUDIENCE
- METHODOLOGY
- DATA BASE FLOW CHART
- FINDINGS OF THE POLL
- QUESTIONS & FINDINGS
  
- ANNEX NO. 1 : DATA REPORT
- ANNEX NO. 2 : POLL BANNER SCREEN SHOTS
- ANNEX NO. 3 : ACKNOWLEDGMENT LETTER OF
- IMPRESSIONS FROM JANG GROUP

# Introduction

Technical and Vocational Education and Training (TVET) is a field whose significance is not fully appreciated by the common man. TVET is a form of skill enhancement that is distinct from the conventional academic system of education in that it is concerned with the acquisition of practical and applied skills related to specialized trades and crafts. It prepares students for a diverse range of professions in industry, agriculture, commerce, home economics, etc. which can ensure an appropriate level of financial security for its practitioners and an overall uplift in the economic situation.

Pakistan's TVET system is in need of an overhaul to help the country achieve economic growth through a better skilled and professional workforce. Unfortunately, despite promising greater economic dividends, due to a lack of awareness and other factors, TVET in Pakistan carries a poor reputation. Jobs in this sector are considered less respectable, and these social, cultural, and economic stigmas, in one shape or the other, undermine the promotion of TVET in Pakistan.

- The National Skills Strategy (NSS) 2009 – 2013, a key policy document with regard to TVET, focuses on three objectives:
  - Providing relevant skills for industrial and economic development;
  - Assuring quality of skills development and improved access;
  - Equity and employability of young people

Achieving greater access, equity, and employability requires a strong partnership between TVET institutions and enterprises as potential employers of the trained people. The NSS also addresses the low social status of TVET-related jobs and advocates remedial measures to be adopted through mass-media campaigns and other interventions.

The TVET Reform Support Programme, launched in April 2011, has been designed in line with the core objectives of NSS. It is being implemented under delegated cooperation agreements with financial contributions provided by the European Union, the Kingdom of Netherlands, and the Federal Republic of Germany. The programme extends to all provinces and territories of Pakistan. A “TVET Reform Communications Strategy” has been developed under the same programme, one of the main objectives of which is to lessen the social stigma that is attached to the TVET sector. This strategy prescribes measures to improve the status of TVET and aims to inculcate a sense of pride in the people involved.

# Rationale of the Poll

One of the major hurdles in the way of promoting TVET in Pakistan is the lack of awareness and misconceptions regarding its utility for decent career options prevalent among the people. Few understand what TVET entails; fewer still have a grasp of its potential for economic uplift.

It was with a view to ascertaining public perception that this exercise was developed. An online poll was devised to serve as a quick assessment of people's attitude towards TVET vis-à-vis the conventional / formal education system of Pakistan.

The poll sought the views of a diverse audience to get a broad cross-section of opinion from stakeholders as well as the general population of literate individuals whose mindset might influence future beneficiaries. It was conducted via popular local websites including Daily Jang (Urdu), The News International (English) and Geo TV (Urdu).

People's perceptions will greatly influence the direction any strategy of TVET advancement will need to take in order to be effective in the long run. The TVET Reform Communications Strategy (RCS) in particular will benefit from these findings in its mission to create awareness about TVET sector reforms and attract more of the youth towards TVET.

## Objectives of the Poll

- To measure through an online public poll (delivering quantitative results) the perception of the people towards TVET as a means to a decent job;
- To gauge people's views on how viable TVET is as a means to a lifetime career option
- To get an idea of the value different stakeholders place on TVET as a sector to be supported and developed (by the government and industry)

## Target Audience:

- This poll targeted frequenters of news websites, having access to computer facilities. These includes potential beneficiaries of TVET, particularly the youth and parents, policy makers, and the private sector, including industry

# Methodology

This public poll was channeled through popular websites including Daily Jang, The News International, and Geo TV, which are run under Jang Group. The sole reason for selecting the Jang Group Portals (JGP) was their comparatively larger number of daily online visitors. Hence, the poll drew a substantial amount of respondents: a total of 700, 000 impressions were acquired from the three portals:

- [www.jang.com.pk](http://www.jang.com.pk)
- [www.thenews.com.pk](http://www.thenews.com.pk)
- [www.geo.tv](http://www.geo.tv)

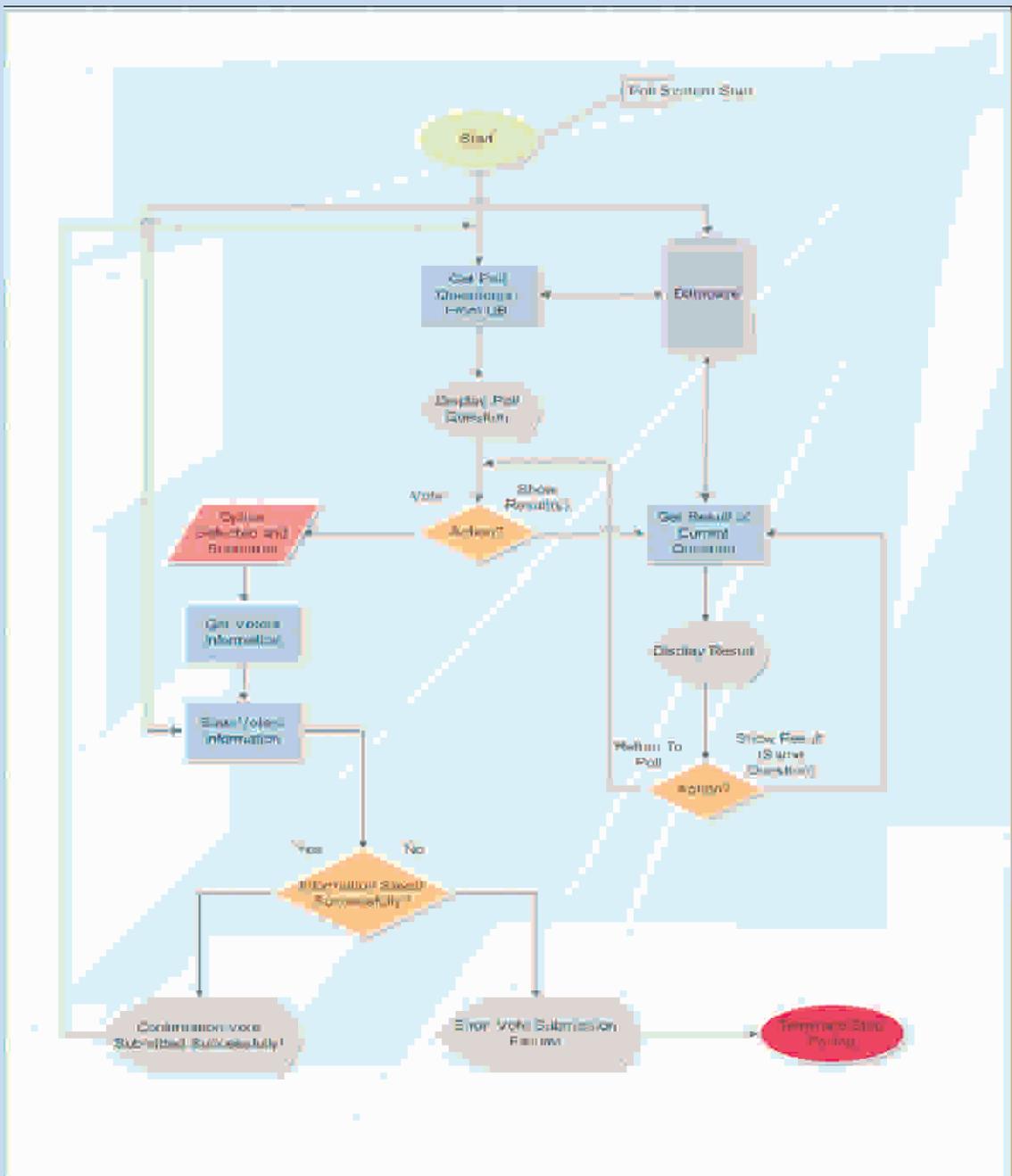
These impressions were collected over a period of two weeks and were divided on a daily basis as per the following:

- On the Home Page: 60% impressions
- On the Latest News pages: 40% impressions

A total of 10 questions were posed to the respondents. The poll ran on the web portal from 17 to 30 Sept, 2012. Each poll question was designed to extract the public's response from three possible options (of which the visitor had to select one). Once the respondent had chosen his/her answer for a particular question, the poll result appeared bearing the percentages that reflected the responses of previous poll-takers. Purpose-built software supported the accumulation of data and responses on the basis of geographical location/situation of the visitors.

The results in this report are based primarily on the data received from the web portal, compiled by Reliance Services, Islamabad.

# Data Base Flow Chart:



# Findings of the Poll:

The questions were designed in such a way that both qualitative and quantitative data could be derived. Most of the questions were closed-ended in order to get to the heart of the subject; but some of the questions were slightly open-ended leaving space for the audience to explain their choice and reasons. These questions were posed to the visitors of the chosen web portals, which include the youth and parents, policymakers, and the private sector including industry.

Following are the 10 questions:

- Q1. Which education stream would you want your kids to opt for after Matric?
- Q2. Which education stream would you want for yourself after Matric?
- Q3. Which education stream can be the most economically beneficial?
- Q4. Does Pakistan produce skilled people according to the market needs?
- Q5. Is the government spending enough on technical education?
- Q6. Which education stream has maximum prospects for employability?
- Q7. Does technical education increase one's chances of employment?
- Q8. How does the society treat skilled people?
- Q9. Should the government spend more on technical education and vocational training?
- Q10. Are industries playing their due role in imparting vocational training to the workforce?

# Questions and Findings:

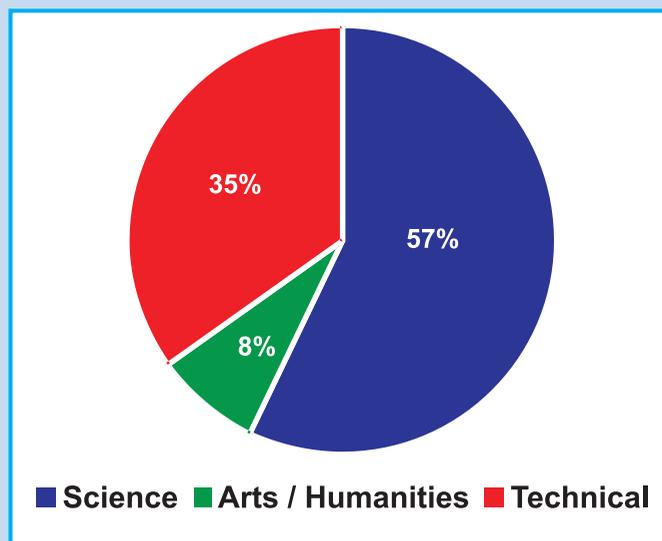
## Q1. Which education stream would you want your kids to opt for after Matric?

- Science
- Arts / Humanities
- Technical Education

### Findings:

Traditionally, parents in this region have placed a greater emphasis on their children pursuing a science stream of higher studies (e.g. medicine and engineering) as these professions are thought to guarantee not only employment but also financial stability. With the development of the service industry and globalization, more options have opened up for graduates from the field of arts and humanities, which has subsequently also witnessed a spike in popularity. Hence, it was of interest to see how technical education would weigh in against these more conventional streams of study.

A total of 683 votes were polled against this question out of which 57% went to Science, 8% to Humanities/Arts and 35% to Technical Education. Contrary to expectations, technical education scored much higher than the arts and humanities group and was not too far below the science group. From this result it can be inferred that while technical education is not the system at the forefront of public discussion, it is nonetheless considered a viable alternative – especially in terms of the element of “respectability” and “prestige”, which, apart from the usual practical considerations, is one of the driving concerns for parents when choosing a career track for their children.



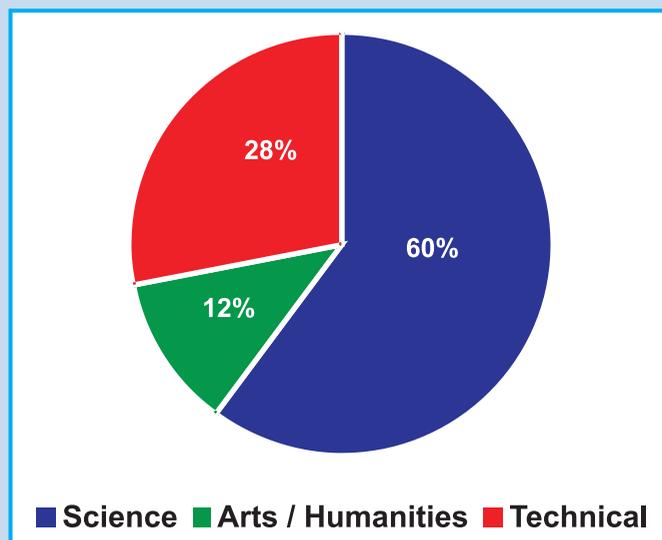
## Q2. Which education stream would you want for yourself after Matric?

- 
- Science
- 
- Arts/Humanities
- 
- Technical Education

### Findings:

Though seemingly similar, there is a subtle difference between this question and the previous one. The former targeted a parent's selection for their child – a case in which, in addition to employability and long-term financial stability, the “respectability” of a profession is of great concern. This question is aimed at an individual's personal choice – which takes into account how attractive the field is to prospective candidates as a source of personal satisfaction.

This question elicited a similar response to the previous one, with Science acquiring the majority of the votes. Arts/Humanities also registered a gain, reflecting students' greater preference for it. The field that took a setback – albeit only slightly – was Technical Education. While still boasting over double the votes of arts/humanities, the fall seems to indicate that technical education does not inspire the same kind of enthusiasm for its interest-factor as it does apparently for its “respectability” factor.



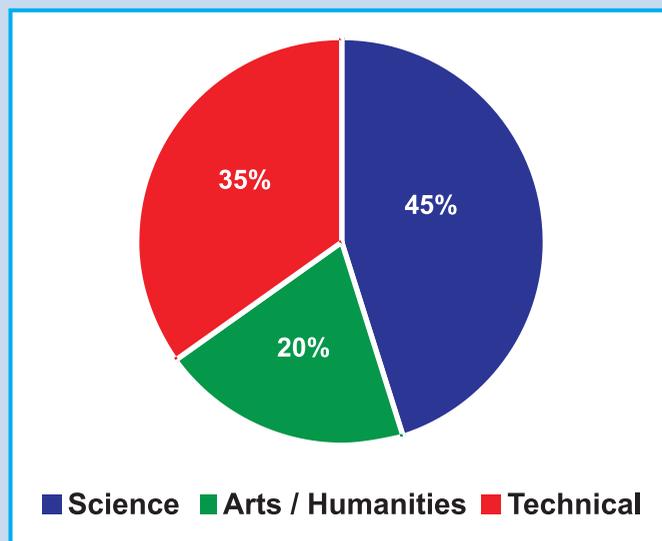
### Q3. Which education stream can be the most economically beneficial?

- Science
- Arts / Humanities
- Technical Education

#### Findings:

One of the core issues when selecting a profession – especially within the context of economic privation, which is part and parcel of a developing nation – is its financial viability. This can often overshadow a person's given skill set or even inclination. Hence, the importance of any career track will ultimately hinge on its ability to provide a comfortable livelihood; and consequently, the greater the economic rewards it promises, the greater will be its popularity.

This question saw a relatively more equitable distribution of responses compared to the previous ones. Science was again at the top – as was to be expected, given that careers like medicine, engineering, and computer science continue to hold sway over people's perception of monetary worthiness. Interestingly, however, Arts/Humanities, which can equip a person to enter spheres as diverse as the corporate world, academia, and the civil services, took a backseat to Technical Education once again. This shows that people do recognize the financial merits of this stream of education.



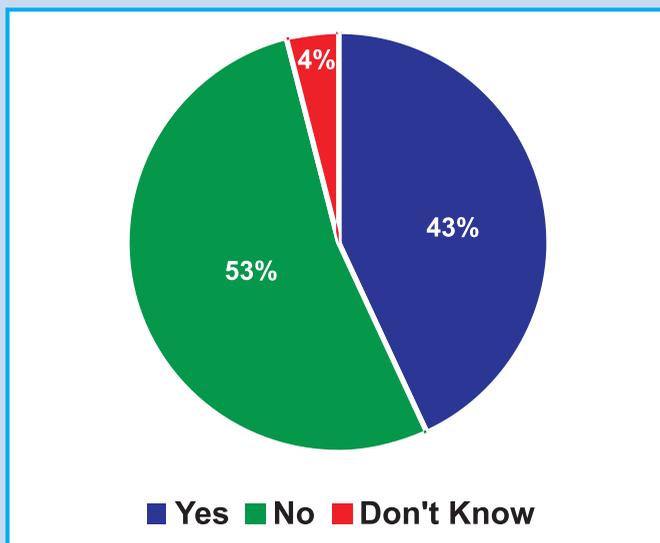
#### Q4. Does Pakistan produce skilled people according to the market needs?

- Yes
- No
- Don't Know

#### Findings:

Given the preponderance of staple streams like medicine, engineering, computer science, and business administration in parents' and students' wish-lists, it is natural that the market would ultimately become saturated and bring about a reduction in their utility. On the other hand, technical and vocational education streams have yet to be properly exploited and still carry immense potential for growth. Is the public, however, aware of this disparity between what the market demands and what is being supplied? This is what this question tries to uncover.

This query generated a massive response from a large number of cities. Many, as much as 43%, felt that in general, the choice of people's professional streams corresponded with the job demand in the market. But the doubtful ones and nays amounted to 57%, making it obvious that people do acknowledge the gap between the kind of jobs that need to be filled and the type of professionals being churned out by the current educational system. Whether they are conscious of what the discrepancy is and how it can be remedied is a matter that still needs to be explored.



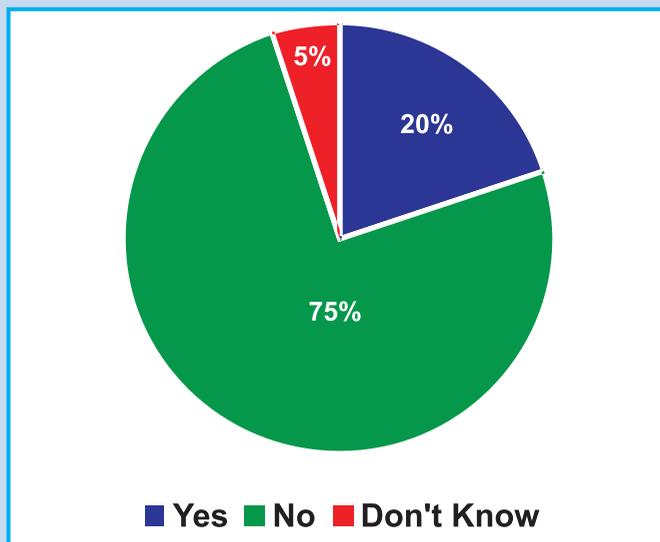
### Q5. Is the government spending enough on technical education?

- Yes
- No
- Don't Know

#### Findings:

If the benefit of a course of action is not apparent to the ordinary man on the street, the government can step in and steer him in the right direction. This is particularly true for an endeavour that might not generate an immediate profit, in which case it becomes imperative for the government to prop it up and give it the initial push until it gets its sea legs. However, if even the government settles on a plan of neglect, then it is far less likely to be embraced by the public. That is why it is important to find out people's opinion on how invested they think the government is in technical education.

There was a resounding NO from the respondents who felt that the government has not given technical education its due support. It might be argued that the nays could be a knee-jerk reaction by a public used to its government spending a pitiful amount on education in general. But it should be noted that even today, amidst the profusion of private institutions, some of the best universities in the country continue to be primarily government-run. Hence, government-backing can make a big difference if done properly.



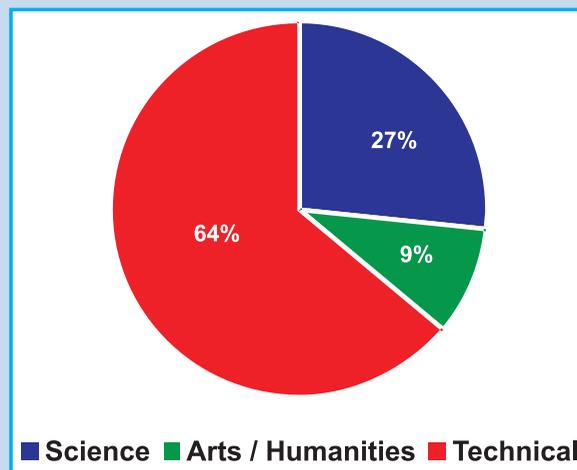
## Q6. Which education stream has maximum prospects for employability?

- Science
- Arts/Humanities
- Technical Education

### Findings:

This question addresses a point which was touched upon earlier, employability. For many, it takes precedence over both passion and aptitude when deciding a career path. Without a doubt, gainful employment is the ultimate goal of anyone pursuing a course of studies/training and hence that course is usually selected on the basis of one's demand in the job market upon its completion. After all, even a coveted degree like medicine would be useless if it does not eventually result in the successful candidate being able to earn a decent wage.

Once again, the poll displayed a surprising tilt towards Technical Education, which, at 64%, towered above the 9% who voted for Arts/Humanities and even the 27% who chose Science. This shows that people do have an idea that the traditional favourites of Science and Arts/Humanities might be reaching a saturation point and that graduates of technical education stand a much better chance of finding a job than their more academic counterparts. This score might also be indicative of technical education's value for money: it requires less investment for a surer employment future. This could be a boon for a nation that struggles to educate its youth and still has to grapple with large unemployment figures. If scholarships were made available, pay scales raised, and convincing media campaigns launched for its promotion, the government could unlock a mass of potential in vocational training.



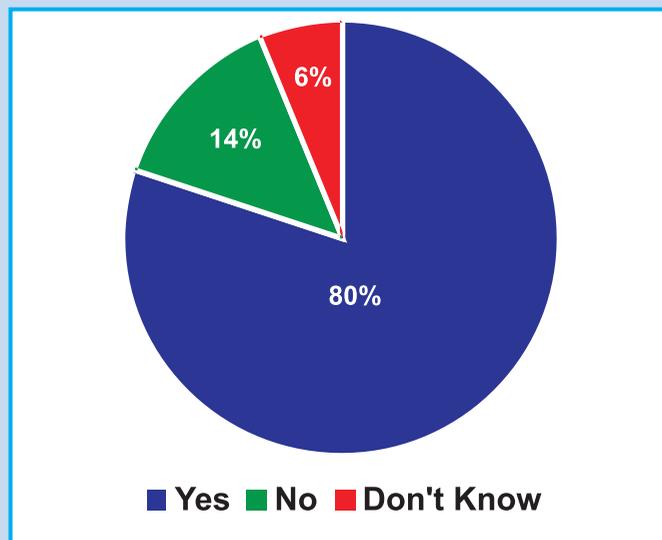
## Q7. Does Technical Education increase one's chances of employment?

- Yes
- 
- No
- 
- Don't Know

### Findings:

Technical education is not like the tradition stream of academic education which begins at a certain fixed age and continues up till a certain fixed age (at least for the first 12-16 years; higher postgraduate studies are the natural exception). It is the acquiring of a specific task or craft – a kind of specialized skill – that is mostly independent of age. It can serve as an additional qualification for someone who has already passed through the academic system. This question aimed to get people's assessment of the value of this added technical qualification.

The results show the truth of the old adage that no education ever goes to waste. A staggering 80% of the respondents came out in favour of technical training as a tool for enhancing one's employability even if one has already equipped oneself with an academic education. This positive response should be a cue to the government to step up its support of the vocational education sector.



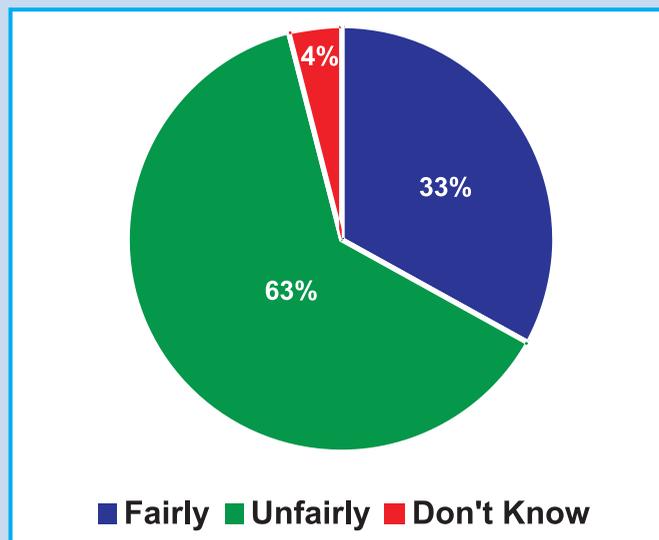
## Q8. How does society treat skilled people?

- Fairly
- Unfairly
- Don't Know

### Findings:

In a traditional, closely-knit society like Pakistan, where joint and extended families are a regular part of everyday life, great stock is put into others' opinion of oneself. The concept of “respect” and “honour” figure greatly in one's choice of actions – and that includes the choice of career. Since there is a direct correlation between the “prestige” and popularity of any occupation, it is important to find out how people perceive others to treat the professionals of that field.

As expected, well over half of the respondents acknowledged the comparatively lower social status of those involved in a profession of skill. This could be a carryover of the region's past, which is rooted in pre-colonial era, sharply segregated on the basis of caste hierarchies, and in which professions involving manual labour and even skilled labour (such as livestock managers, blacksmiths, plumbers, etc. – which form the typical products of a technical education in today's world) were considered to be at the lower end of the “respectability” spectrum. They are, in turn, poorer paid, hence inhibiting upward mobility, and thereby further solidifying people's disdain of them. Thus, there is still a long way to go in raising the status of technical and vocational education.



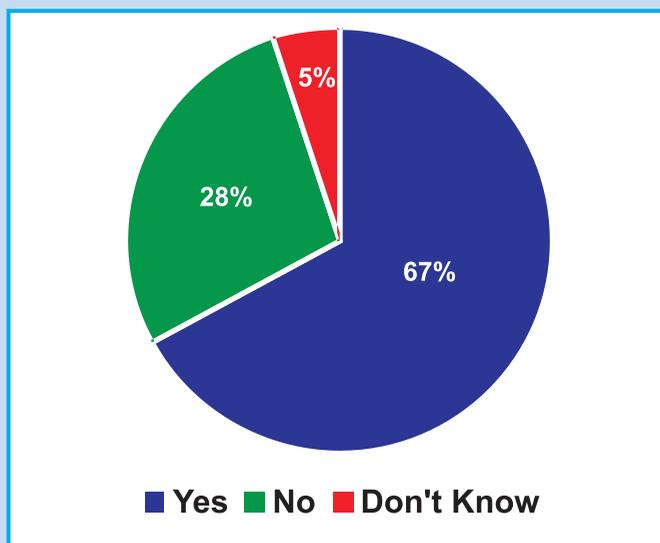
**Q9. Should the government spend more on technical education and vocational training?**

- Yes
- 
- No
- 
- Don't Know

**Findings:**

For a developing country, especially one with as controversial a record of public expenditure as Pakistan, where the government puts its money is a matter of great concern. Issues like security, health, water, and sanitation, which are always in need of greater funding, could possibly feature higher on people's list of priorities for public financing. While the respondents might concede the value of developing a nation's technical and vocational side, would they also advocate an increase in government spending on it over other possible beneficiaries?

There was a noticeable segment (28%) that voted against an increase in public funding for technical and vocational training, but on the whole, the results showed support – to the tune of 67%. This is a clear nod to the usefulness of promoting such skill specialization.



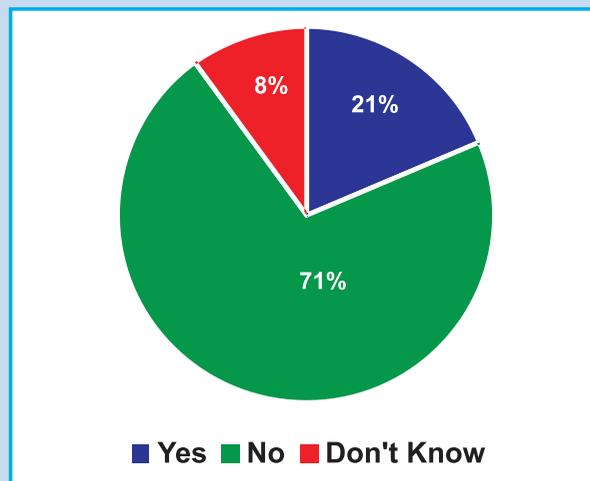
### Q10. Are industries playing their due role in imparting vocational training to the workforce?

- Yes
- No
- Don't Know

#### Findings:

Technical and vocational education focuses on the enhancement of a particular skill, be it in connection with industry, agriculture, commerce, home economics, etc. As such, it is not a system that relies on textbook learning but on learning through seeing and doing – for which experts in the field are essential. While it is the government's responsibility to provide the incentives, it is the production entities that need to be willing to provide the specialists for instruction, and ultimately, positions of employment for successful trainees. Additionally, industries know which skills are the most in demand; and they are also tasked with training their existing workforce so that workers are not merely cogs in the wheel but can make significant contributions to the trade through the acquisition of formal training – which eventually benefits both them and the business as a whole.

The industry's efforts (or lack thereof) also elicited a thumbs-down from a sizeable majority – 71%. It stands to reason that business owners are not fully aware of the importance to their productivity of a well-trained workforce. Making vocational training a standard part of industry human resource policy would go a long way towards improving the lot of technical trainees and their level of output. And once the status of such employees improves, fresh trainees would follow in their footsteps towards acquiring technical and vocational education.

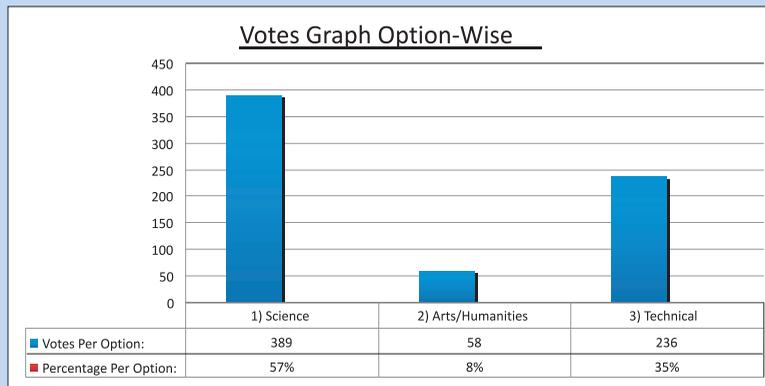


# Annex No. 1

## Data Report

**Question-1: Which education stream you want your kids to opt for after doing Matric?**

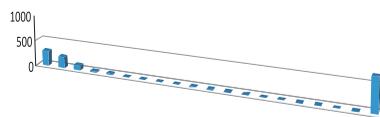
<b>Poll Options:</b>	1) Science	2) Arts/Humanities	3) Technical	Total votes
<b>Votes Per Option:</b>	389	58	236	683
<b>Percentage Per Option:</b>	57%	8%	35%	



City-Wise Poll	Votes
Faisalabad	5
Gilgit	1
Gujaranwala	1
Hyderabad	2
Islamabad	292
Jamshoro	1
Karachi	221
Khanewal	2
Kulachi (Frontier)	1
Lahore	96
Madeji (Sindh)	2
Multan	1
Peshawar	1
Quetta	3
Radhan (Sindh)	2
Rawalpindi	29
Sanghar	1
Sialkot	1
Unknown	21

**Total Votes 683**

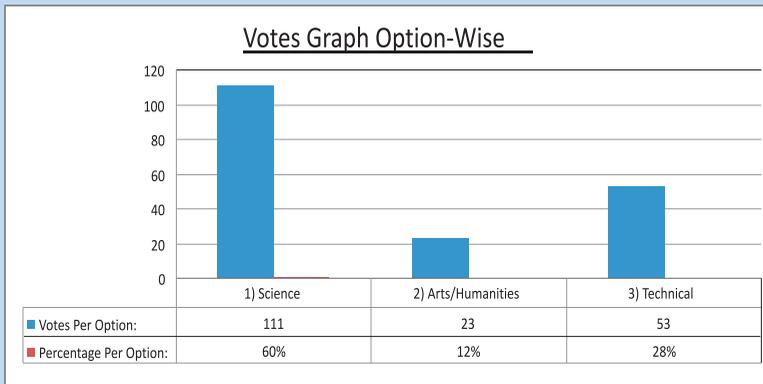
Votes Graph City-Wise



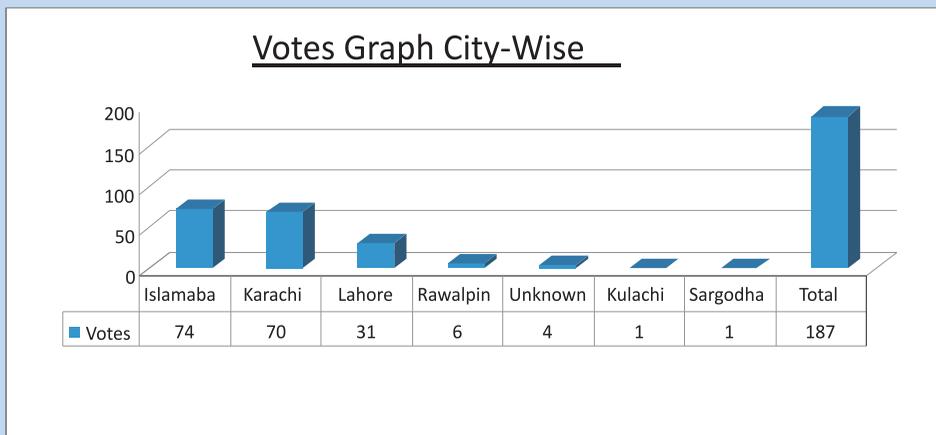
	Islamabad	Karachi	Lahore	Rawalpindi	Unknown	Faisalabad	Quetta	Hyderabad	Khanewal	Madeji	Radhan	Gilgit	Gujaranwal	Jamshoro	Kulachi	Multan	Peshawar	Sanghar	Sialkot	Total Votes	
Votes	292	221	96	29	21	5	3	2	2	2	2	1	1	1	1	1	1	1	1	1	683

**Question-2: Which education stream you want for yourself after Matric?**

<b>Options:</b>	1) Science	2) Arts/Humanities	3) Technical	Total votes
<b>Votes Per Option:</b>	111	23	53	187
<b>Percentage Per Option:</b>	60%	12%	28%	

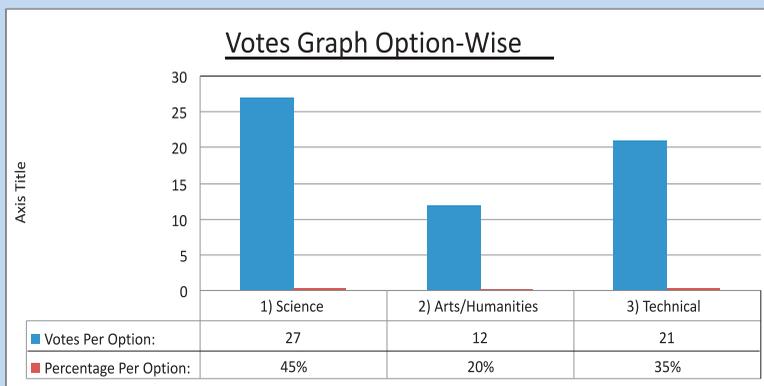


City-Wise Poll	Votes
Islamabad	74
Karachi	70
Lahore	31
Rawalpindi	6
Unknown	4
Kulachi (Frontier)	1
Sargodha	1
<b>Total Votes</b>	<b>187</b>

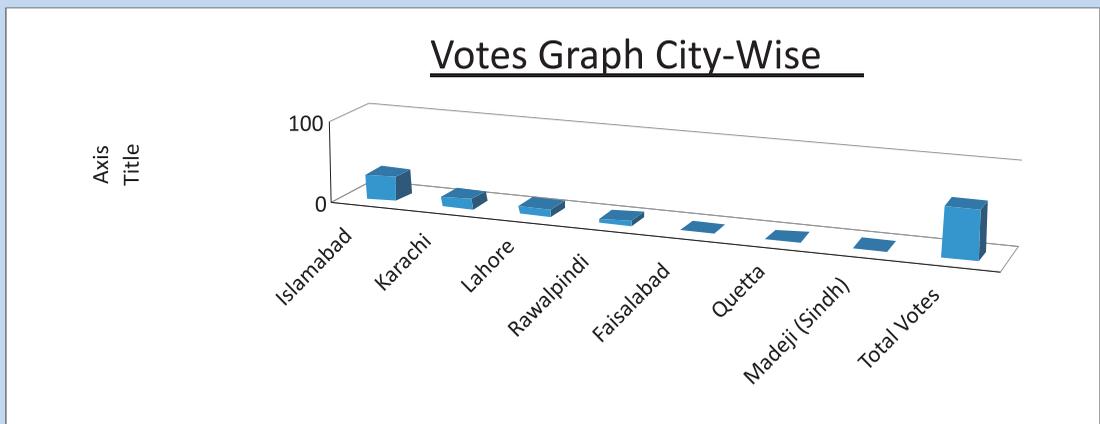


### Question-3: Which education stream can be economically beneficial?

<b>Poll Options:</b>	1) Science	2) Arts/Humanities	3) Technical	Total votes
<b>Votes Per Option:</b>	27	12	21	60
<b>Percentage Per Option:</b>	45%	20%	35%	



City-Wise Poll	Votes
Islamabad	30
Karachi	12
Lahore	10
Rawalpindi	5
Faisalabad	1
Quetta	1
Madeji (Sindh)	1
<b>Total Votes</b>	<b>60</b>

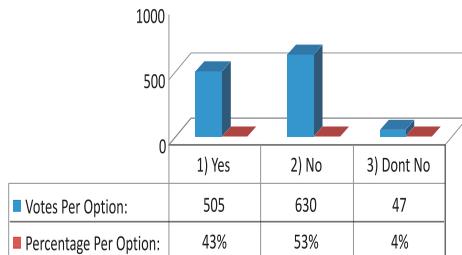


**Question-4: Does Pakistan produce skilled people according to the market needs?**

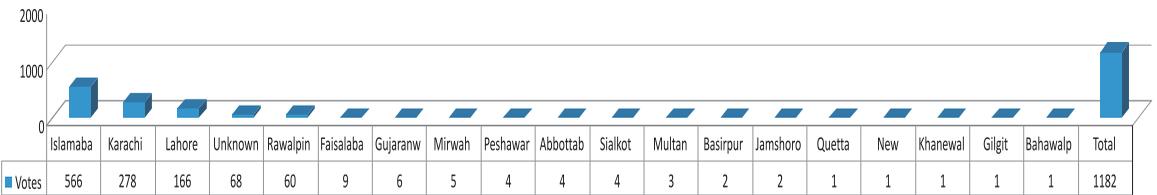
<b>Poll Options:</b>	1) Yes	2) No	3) Don't know	Total votes
<b>Votes Per Option:</b>	505	47	47	1182
<b>Percentage Per Option:</b>	43%	4%	4%	

<b>City-Wise Poll</b>	<b>Votes</b>
Islamabad	566
Karachi	278
Lahore	166
Unknown	68
Rawalpindi	60
Faisalabad	9
Gujaranwala	6
Mirwah (Sindh)	5
Peshawar	4
Abbottabad	4
Sialkot	4
Multan	3
Basirpur (Punjab)	2
Jamshoro	2
Quetta	1
New Mirpur	1
Khanewal	1
Gilgit	1
Bahawalpur	1
<b>Total Votes</b>	<b>1182</b>

Votes Graph Option-Wise



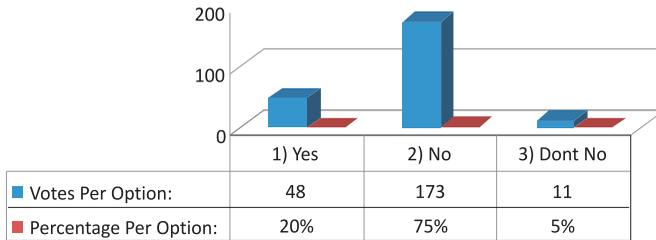
Votes Graph City-Wise



**Question-5: Is government spending enough on technical education?**

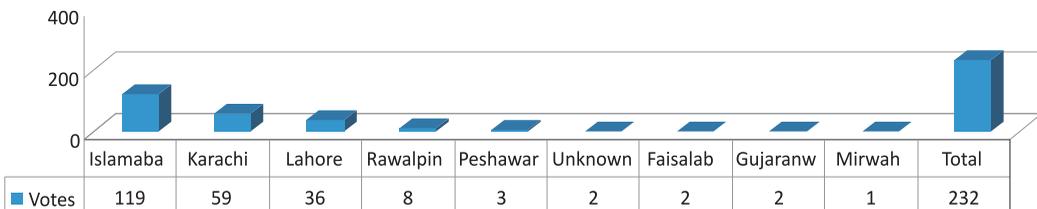
<b>Poll Options:</b>	1) Yes	2) No	3) Don't know	Total votes
<b>Votes Per Option:</b>	48	173	11	232
<b>Percentage Per Option:</b>	20%	75%	5%	

Votes Graph Option-Wise



<b>City-Wise Poll</b>	<b>Votes</b>
Islamabad	119
Karachi	59
Lahore	36
Rawalpindi	8
Peshawar	3
Unknown	2
Faisalabad	2
Gujaranwala	2
Mirwah (Sindh)	1
<b>Total Votes</b>	<b>232</b>

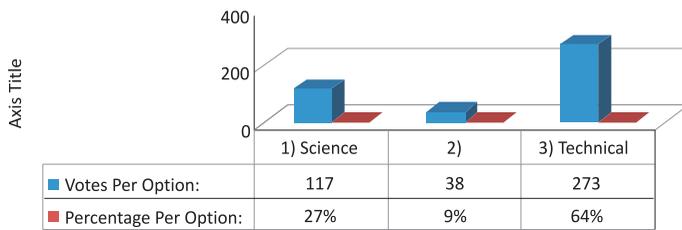
Votes Graph City-Wise



**Question-6: Which education stream has maximum prospects for employability?**

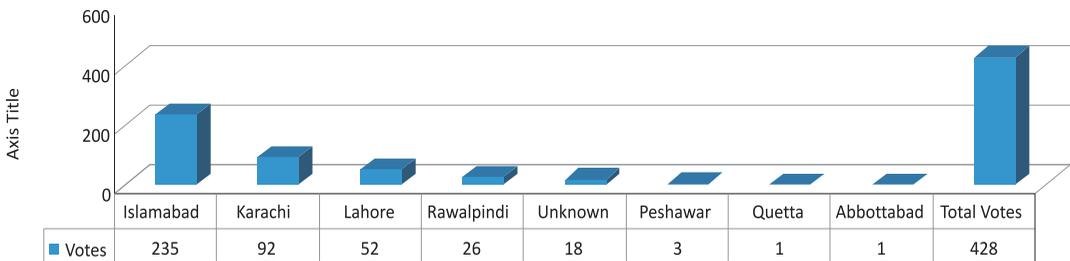
<b>Poll Options:</b>	1) Science	2) Arts/Humanities	3) Technical	Total votes
<b>Votes Per Option:</b>	117	38	273	428
<b>Percentage Per Option:</b>	27%	9%	64%	

Votes Graph Option-Wise



<b>City-Wise Poll</b>	<b>Votes</b>
Islamabad	235
Karachi	92
Lahore	52
Rawalpindi	26
Unknown	18
Peshawar	3
Quetta	1
Abbottabad	1
<b>Total Votes</b>	<b>428</b>

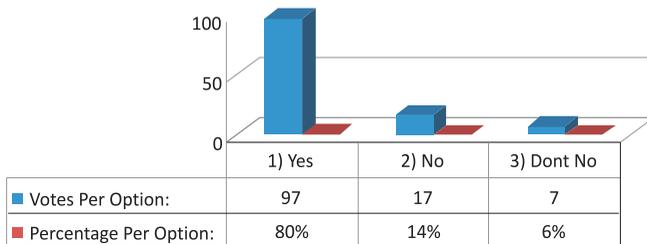
Votes Graph City-Wise



### Question-7: Does Technical Education increases chances for employability?

<b>Poll Options:</b>	1) Yes	2) No	3) Don't know	Total votes
<b>Votes Per Option:</b>	97	17	7	121
<b>Percentage Per Option:</b>	80%	14%	6%	

Votes Graph Option-Wise



<b>City-Wise Poll</b>	<b>Votes</b>
Islamabad	56
Lahore	30
Karachi	21
Rawalpindi	9
Unknown	3
Faisalabad	2
<b>Total Votes</b>	<b>121</b>

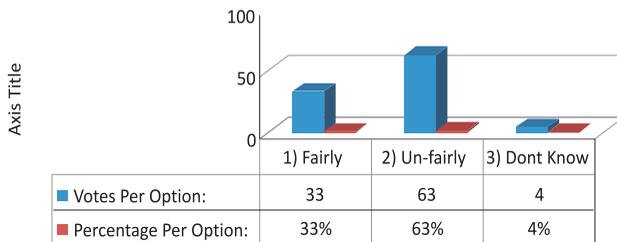
Votes Graph City-Wise



**Question-8: How does society treat skilled people?**

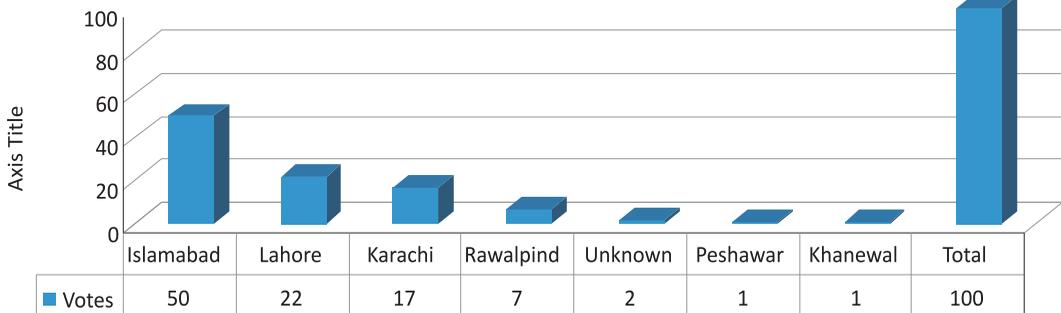
<b>Poll Options:</b>	1) Fairly	2) Un-fairly	3) Don't know	Total votes
<b>Votes Per Option:</b>	33	63	4	100
<b>Percentage Per Option:</b>	33%	63%	4%	

Votes Graph Option-Wise



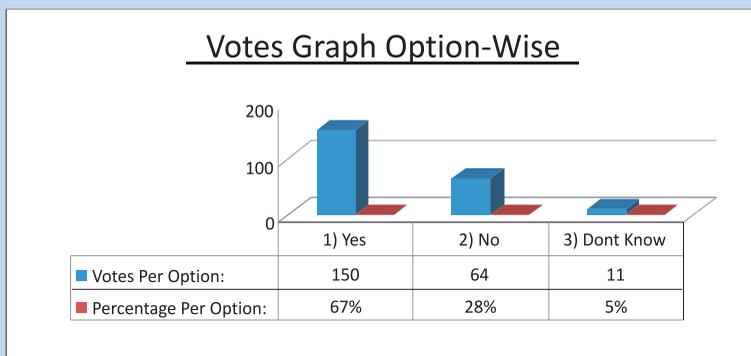
City-Wise Poll	Votes
Islamabad	50
Lahore	22
Karachi	17
Rawalpindi	7
Unknown	2
Peshawar	1
Khanewal	1
<b>Total Votes</b>	<b>100</b>

Votes Graph City-Wise

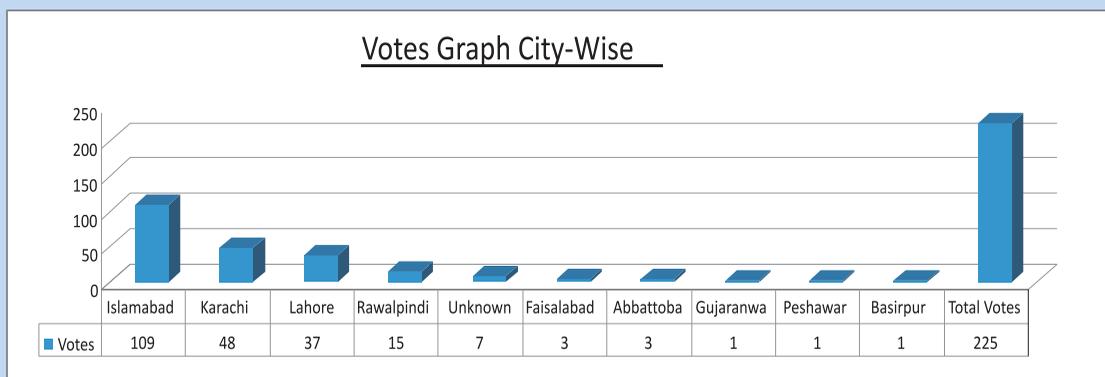


## Question-9: Shall government spend more on technical education & vocational training?

<b>Poll Options:</b>	1) Yes	2) No	3) Don't know	Total votes
<b>Votes Per Option:</b>	150	64	11	225
<b>Percentage Per Option:</b>	67%	28%	5%	



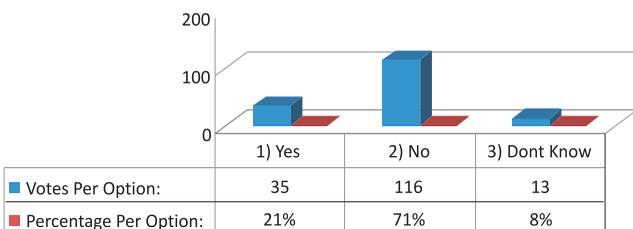
City-Wise Poll	Votes
Islamabad	109
Karachi	48
Lahore	37
Rawalpindi	15
Unknown	7
Faisalabad	3
Abbattobad	3
Gujaranwala	1
Peshawar	1
Basirpur	1
<b>Total Votes</b>	<b>225</b>



**Question-10: Are industries playing their due role in imparting vocational training to the workforce?**

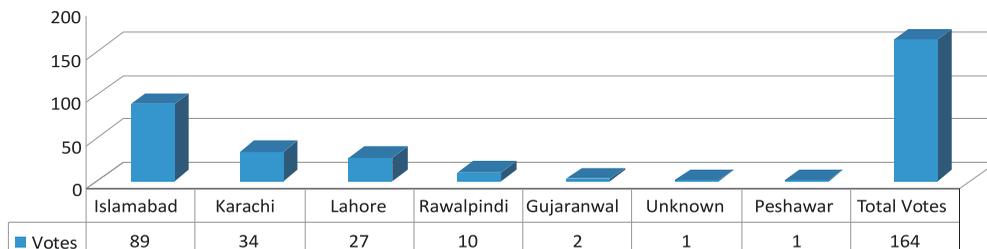
<b>Poll Options:</b>	1) Yes	2) No	3) Don't know	Total votes
<b>Votes Per Option:</b>	35	116	13	164
<b>Percentage Per Option:</b>	21%	71%	8%	

Votes Graph Option-Wise



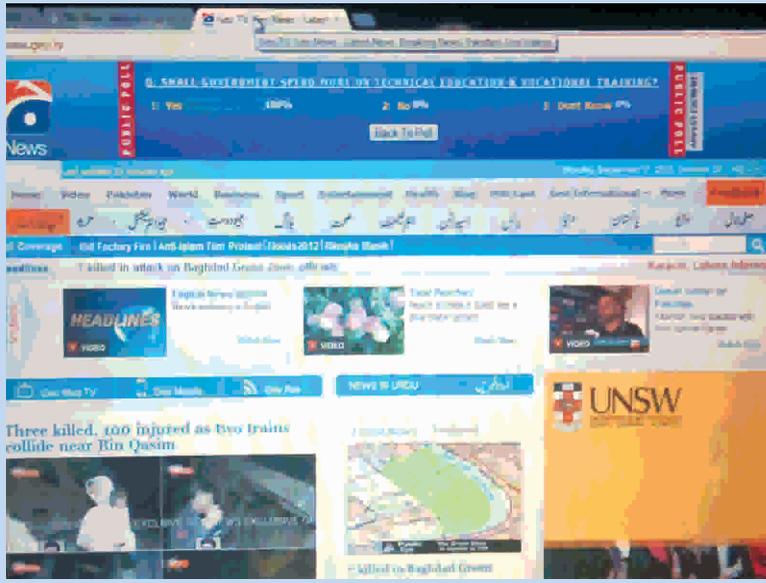
City-Wise Poll	Votes
Islamabad	89
Karachi	34
Lahore	27
Rawalpindi	10
Gujaranwala	2
Unknown	1
Peshawar	1
<b>Total Votes</b>	<b>164</b>

Votes Graph City-Wise



# Annex No. 2:

## Poll Banner Screen Shots









# Annex No. 3:

## Acknowledgment Letter of Impressions from Jang Group

**Total Media Solutions**  
Jang Group Marketing

October 23, 2012

**TO WHOM IT MAY CONCERN**

This is to certify that the Impressions campaign of MIS Reliance Services served on Jang Group web portals successful in September 2012. The details are as under:

Jang.com.pk	300,000 Impressions
Tilnews.com.pk	200,000 Impressions
Geo.tv	200,000 Impressions
Period	September 17-30 2012
Impressions Served	80% on Home Page 40% on ROS

Regards  
  
**Syed Saqib Amin Ghisbi**  
Regional Manager Sales & Marketing  
FNL Group Web Solutions & Jang Onh Media  
Islamabad  
T: + 92(51) 2273780, 2826276  
F: + 92(51) 2877055  
C: + 92 321-5182315

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<b>KARACHI</b> Al-Farooq Building, 7, Ch. Amir Ali Road, Tel: 021-355 0812 E Fax: 021-357800, 3552352	<b>LAHORE</b> H-8, Sargodha Road, Canal Road, Tel: 042-350-7280 Fax: 042-350-6438	<b>RAWALPINDI ISLAMABAD</b> PCS Office Building, Akhtar Road, Tel: 051-3522664, 3522665 Fax: 051-3522625	<b>SHERA</b> M-10, Wazirpur Market Road, Tel: 0301-2817070 Fax: 0301-2854485	<b>QUETTA</b> M-2, Ch. Nizam Road, Millers Cantt., Tel: 091-81-242910-72 Fax: 091-81-242910
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**TVET Reform Support Programme**

House # 2-B, Street # 5 Sector F-7/3  
Islamabad-Pakistan  
Tel: +92 51 111 449 376 Fax: +92 51 2608 860