

SKILLS DEVELOPMENT PLAN Azad Jammu & Kashmir

October 2012

TVET Reform Support Programme



Ministry of Education, Azad Jammu & Kashmir



Skills Development Plan

AZAD JAMMU & KASHMIR (AJK)

INTRODUCTION AND BACKGROUND

Skills development and Technical and Vocational Education and Training (TVET) are critical to job creation and sustainable economic development across Pakistan. Each region and province has its own development needs and skills priorities based on the circumstances it faces.

Regional stakeholders in AJK have developed this **skills development plan (SDP)** in order to set out the actions needed to improve the skills and employability of their people. The plan targets selected skills development requirements which will allow AJK to develop its economy and society.

The plan is based on the National Skills Strategy (NSS) developed through a national consultative process in 2009. The implementation plans for the strategy were delayed due to the 18th Amendment and its impact on the TVET sector. Now provinces are in a position to develop their own programmes within the framework of the NSS, but adapted to their specific economic and social needs. The NSS envisages the provision of relevant skills for industrial and economic development, improvement of access, equity and employability and assurance of quality through an integrated approach. To translate this framework into viable reforms, the NSS suggested twenty strategic initiatives.

The AJK plan translates the NSS into concrete activities for the region. TVET programmes are implemented by different organisations, such as the AJK TEVTA, public sector departments, NGOs, community based organisations (CBOs), private companies, or through projects. The AJK SDP identifies existing actions undertaken by these organisations, and assesses them in the light of regional skill needs and priorities. It identifies gaps in skills development provision, and additional opportunities for action. It then formulates these into an action plan which ensures that the implementing agencies will include them in their own planning. Each activity sets annual targets so that progress can be monitored.

With the support of some international and national experts, an advisory group and a technical working group was established representing the major stakeholders in skills development in AJK. After a series of consultative activities led by AJK TEVTA involving all skills development stakeholders, the plan was constructed and submitted to stakeholders. The plan has subsequently been updated following a meeting of all TEVTAs and an interprovincial workshop involving a wide range of stakeholders from all provinces and regions.

The AJK Skills Development Plan consists of three parts:

- An assessment of the planned activities, including a prioritisation of activities planned and what challenges this poses;
- The regional skills development profile; a short introduction to set the context and the general characteristics of skills development in the region; and

- The activity matrix, which lists all activities planned by the different stakeholders involved in the planning process.

Like all other plans, the AJK SDP is a means to an end. The plan represents the actions of a number of implementing agencies, but is not managed by any single one of them, its purpose is to use the NSS to categorise skills development needs and cause actions to be taken where there are priorities and gaps.

The real objective for this plan is, therefore, to cause more skills development actions in AJK.

Part 1: Assessment of Planned skills development/TVET activities

The summary of the current and planned activities for 2012 – 2013 is structured according to the 20 strategies in the NSS. The detail of the planned activities is in part 3, AJK Skills Development Matrix. **Priority activities for 2012-2013 are highlighted in bold/italics.** The assessment section following the summary addresses some key factors that enable successful implementation of the Action Plan.

Objective 1: Relevant Skills for Industrial and Economic Development

1.1 *Introducing competency based training and standards:*

- **Labour market surveys undertaken with the help of national agencies and international partners**
- IAGs created in identified growth sectors
- Competency standards developed in selected sectors with the help of NAVTTC
- Use national curriculum

1.2 *Establishing industry specific centres of excellence*

- Two centres of excellence created: a) Kashmiri Handicrafts and , b) earthquake resilient construction services
- Lead international Centres to be contacted in Iran (handicrafts) & Turkey (construction) for backstopping

1.3 *Increasing the role of the private sector*

- **Employers participation increased in TVET planning**
- Technical guidance provided to employers and selected private training institutions
- Participate in any NAVTTC PPP activity
- **Endorse & recognize private sector workshops/service centres for training & apprenticeships**

1.4 *Reforming the apprenticeship systems*

Reform and integrate apprenticeship system to changing requirements of industry through the following steps:

- Policy prepared on apprenticeship reform
- **Survey & registration of industry/ workshops/ service centres**
- Provision of honoraria to workshop owners/ Service Centres to hire instruction staff
- Develop strategy for including women in new areas of training
- Partnership with trade associations and industry groups to promote apprenticeships

1.5 *Encouraging entrepreneurship*

- Integrate entrepreneurship and technical training in TVET delivery.
- **Develop cross cutting modules for business start-up, marketing, and access to finance**
- Introduce loan funds for graduates to start businesses
- Establish placement centres at divisional head offices in existing facilities

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

- Develop a pilot project targeting madrasa students for relevant productive skills
- **Engage with Madrasa administrations, and develop feasible training products and services for them**

Objective 2: Improving Access, Equity and Employability

2.1 *Expanding geographical provision*

- Establish three Polytechnic institutes at divisional level.

- **Establish one Polytechnic institute for Women**
- Land acquisition and construction of TEVTA head office building

2.2 Making training delivery flexible

- **Framework developed for allowing more flexibility in training delivery**
- Expansion in existing facilities or use of under-utilized public buildings
- **Mobile & community based training (CBT) promoted**
- Promote affiliation and franchises between industry/ workshops and technical institutes

2.3 Focusing on skills for women

- Special projects launched to integrate women in emerging sectors and new market based trades
- State wide awareness campaigns undertaken for technical & vocational training in partnership with grassroots NGOs
- **A women only Polytechnic institute established (PC1 developed in 2012-13)**
- **R&D support is provided to all partners to increase employability of women.**

2.4 Training for disadvantaged groups

- Special projects launched to include disadvantaged groups in all future TVET programs
- **Reserve minimum placement quotas for disadvantaged groups in Technical institutes**
- **Provide adequate stipends & toolkits for orphans & individuals with special needs**
- Craft guilds are created

2.5 Integrating informal economy workers

- **A flexible trade testing system developed for skilled workers, and career counselling provided in a decentralized manner**
- Services accessed from adult literacy training service providers
- Transitional steps created from *ustad shagirdi* to entrepreneurship & self-employment
- Linkages created with financial and non-financial business development services (BDS)

2.6 Enhancing the mobility of skilled workers

- Coordination with NAVTTC to get real time information on international demand
- Pakistan Consulates contacted in selected labour destination countries to determine the needs of Pakistani guest workers
- Curricula and standards borrowed from international partners with the help of NAVTTC and ILO

2.7 Providing career guidance and placement services

- **Career guidance and job placement services are designed and integrated with all training programs**
- Establishment of career guidance centre and job placement services at divisional level
- AJK-TEVTA will adapt national LMIS with the help of NAVTTC

2.8 Offering vocational education in schools

- **Vocational education integrated in all types of schools and madaris**
- AJK-TEVTA to participate in the national programme for integrating vocational training with general education
- AJK TEVTA to develop a proposal on school qualifications that include vocational subjects in consultation with AJK-DOE

2.9 Improving the status of skills development

- **Public education and awareness promoted with the help of NGOs and CBOs**
- AJK-TEVTA provides its input to NAVTTC in developing a national communication strategy

2.10 Introducing sports and recreational activities (not included in NS structure)

- Sports and recreational activities introduced in TVET institutes

Objective 3: Assuring Quality

3.1 Streamlining policy making

- **A strategic exercise undertaken on mandates and roles of all partners**
- AJK-SDP developed as an input to provincial and national TVET sector action planning
- **AJK-TEVTA leads implementation of NSS action plan in AJK**
- **AJK-TEVTA facilitates sector coordination, planning and budget making**
- LMIS adopted in collaboration with TEVTTA and ILO
- First tracer study undertaken with help from NAVTTC

3.2 Establishing a National Qualification Framework

- **Provide input to NAVTTC in NQF development**
- Implement NQF in a phased manner

3.3 Registering and accrediting Institutes

- Establish Technical Examination Board for AJK
- NAVTTC criteria on accreditation followed

3.4 Improving the performance of training institutes

- **Training Need Assessment (TNA) undertaken and trainers selected on merit basis for specialized training**
- Performance-based incentives developed in consultation with TVET institutes
- **Rules of business established for autonomous management of TVET institutions**
- Role and location of managers clarified and a capacity building program and PC1s developed by TEVTA for the sector
- **Clear procedures developed for the selection of managers**
- Equipment and tools for training upgraded

3.5 Training instructors

- **A program developed for training of trainers, including workplace experience**
- **A training program developed for assessors and teachers, based on latest knowledge and technology**
- Competency standards for teachers, trainers and assessors developed through NAVTTC
- Additional allowance and incentives provided to qualified and experienced teachers and professionals
- Planning processes initiated for advanced staff training institute in AJK
- Capacity support provided to training faculty through affiliations and exposure visits

3.6 Undertaking research

- Capacity enhanced for research-based planning and programming in AJK
- A Research and Development Cell developed at AJK-TEVTA
- A Monitoring and Evaluation Cell developed at AJK-TEVTA
- **Research needs identified and relevant studies undertaken**

Priorities and relationship to the NSS: Current and planned activities are consistent with NSS objectives and national priorities. However, their implementation would require strong and calibrated support from national partners and sponsors. Key activities in the plan, such as capacity and institution building, developing and enforcing standards, and rewriting curricula, require major initiative from central agencies, such as NAVTTC. Even if implemented in a reasonable period of time, they would take years to show results.

Economic implications: If implemented in letter and spirit and, in a reasonable time frame, the NSS specified reforms and the action plans proposed in this document, would certainly contribute to growth and employment. The implementers of this plan would have to have flexibility and able to make tradeoffs, to achieve tangible results. There is quite a bit of “low-hanging fruit” in this plan, which can be plucked without too much effort. For instance, AJK-TEVTA and its implementing partners can leverage existing resources to achieve tangible outcomes, or add value to an existing service in the private sector, to achieve quick results, rather than creating infrastructure and services from the scratch. However, it must be noted that under the current economic crunch, public sector agencies are running on thin budgets and they have just enough financial resources to pay salaries and benefits of staff, with little in terms of operational costs. This will clearly limit the capacity of implementers to implement even the basic tasks, such as convening a meeting of stakeholders or experts, because it may cost money for travel and meals, which they may have no provision for. Thus the existence of the plan in itself may not guarantee results.

Policy, regulatory, funding, infrastructure and implementation issues: The most important policy issue is re-integration of TEVT in general education stream. Without this, it will be difficult and expensive to tap large numbers of school dropouts for technical and vocational training. Other policy issues are absence of frameworks for decentralized implementation of TVET activities. Delegation of authority, resources and responsibility to lower levels is a must for public sector agencies to forge partnerships with private sector actors and NGOs. Funding constraints have been mentioned in the previous section. Shortage of small but flexible operational funds can be a major and unnecessary bottleneck in implementing TVET reforms. Providing small operational budgets linked specifically to the implementation of this plan may be an option to address this constraint.

Organisational issues: The organizational structure of TEVTA looks reasonable and well conceived. However, it is clear that as any new organization, the functions should eventually determine the form and structure. The organizational structure will evolve and change as it gains experience from its own functions on the ground. However, one recommendation is inescapable: AJK-TEVTA must balance its Board with more truly independent members from the private sector and NGOs with high credibility.

PART 2: PROVINCIAL SKILLS DEVELOPMENT PROFILE

The Pakistan administered State of Azad Jammu and Kashmir (AJK) is part of a larger region, including Gilgit-Baltistan (GB) and Indian held Jammu and Kashmir (J&K), and Ladakh, that is in dispute between Pakistan and India since the two states were created in 1947. AJK covers an area of 13,297 sq km and has a population of about 3.7 million.

AJK has a difficult geography with poor access, marginalization and high incidence of poverty and unemployment, but it is stunningly beautiful. The fragile ecology of the State is prone to natural disasters, such as the devastating earthquake of 2005, which claimed nearly 90,000 lives and decimated public infrastructure and private property. The State has still not fully recovered from this disaster, which adds to the current challenge of TVET reforms. The State economy is largely rural, based on subsistence agriculture, livestock keeping, mining, tourism, and sale of electrical power. The bulk of the economy is also in the informal sector. The State depends on Pakistan for much of its fiscal needs.

AJK enjoys self rule, but it is economically and politically well integrated with Pakistan. The government system and organization of civil administration mirrors that of the mainland Pakistan. Azad Kashmir has its own legislative assembly, comprising 41 directly and 8 indirectly elected members, a member each from Technocrats, *Mashaikh* (religious leaders), Overseas Kashmiris and 5 female members. The State has its own flag, and institutions of Supreme Court and High Court. The President of AJK is the Constitutional Head of the State, while the Prime Minister, supported by a Council of Ministers, is the Chief Executive.

AJK is divided into three divisions (Muzaffarabad, Mirpur & Poonch) and eight administrative districts with Muzaffarabad as the Capital of the state. The Muzaffarabad Division comprises of Muzaffarabad and Neelum; Rawalakot Division comprises of Bagh, Poonch & Sudhnuti districts whereas districts of Mirpur Division are Mirpur, Kotli & Bhimber. These eight districts are further divided into 27 subdivisions.

The area is geologically fragile and is increasingly subject to degradation and erosion due to a host of stress factors. The population rate has been on higher side and, despite emigration, pressure on land and natural resources is increasing. There has also been substantial uncontrolled logging in the forested area, resulting in a rapid decline in the forest cover. The area was impoverished even before the earthquake. Income level per person varied from US\$150 to US\$200 as compared to US\$480 in the rest of the country.

2.1 Economic Growth, Employment and TVET

Economically, It is estimated that of the nearly 3.7 million people in AJK, almost 50 per cent live below or close to poverty line. The disputed status of AJK and lack of progress in composite dialogue between Pakistan and India contribute to instability and lack of investment in the State. Economic and industrial activity has reduced even further since the devastating earthquake of 2005, which resulted not only in massive loss of life but also significant loss of livelihoods and infrastructure, and has contributed to an outmigration.

A major cause of poverty and unemployment is that a significant proportion of the population has either never gone to school, or dropped out between primary and higher secondary school levels. Every year an estimated 4,785 pupils drop out of school from class 6th to 12, who should be the prime target for TVET training. But because there is a competency gap in formal training, there is no demand for individuals trained at government institutions. An even bigger problem is the mismatch between public education system and the job market. There is a big disconnect between education and training and industry needs. Private sector's involvement and ownership in TVET planning and programming is key to bridging this gap between demand and supply.

In a bulging demography, like Pakistan's, youth unemployment is like a time bomb. This situation carries with it inherent risk that the youth would get frustrated or desperate and turn to crime, drugs or extremism. As this demographic segments grows older without productive skills and income, they will put an unimaginably large burden on the workforce then employed. The best way to avert this danger and generate employment opportunities for the state's people is only possible through the promotion of Technical and Vocational skills. This is why, all stakeholders agree that the time to reform the TVET sector is here and now. This is also important because a skilled workforce is also key to promoting local industry and commerce, here in AJK. Without having qualified and skilled personnel to meet market demand, economic growth will remain stagnant.

The impact of unemployment in the State is clear from the fact that 87% of the population still dwells in rural areas where there are few opportunities to earn a living. This means, the majority of people are still either jobless or doing low paid jobs that does not contribute much to the State's economy.

Population and Literacy: AJK has an estimated population of 3.7 million. About 32.53% of the population is comprised of youth between the ages of 15 and 33 years, which needs employment. The Rural/ urban population ratio is 88:12. The population density is 270 persons per sq km. The literacy rate which was 55% in 1998 census has now risen to above 65%.

Economic structure: The economy consists of largely subsistence oriented mix production of food, fodder and fruit crops; pastoralism, and livestock production. In particular, the majority of rural population depends on forestry, livestock and agriculture. Average per capita income has been estimated to be US\$ 847. Unemployment rate ranges from 6.0 to 6.5% per annum. Area under cultivation is around 166,432 ha, which is almost 13% of the total land area, out of which 92% is rain-fed. About 84% households have very small landholdings between one to two acres. Major crops are maize, wheat & rice, whereas minor crops include vegetables, grams, pulses (red beans) and oil-seeds. Major fruits are apple, pears, apricot and walnuts. Agriculture and livestock income contributes between 30-40% of the household earnings. The remaining share comes from other sources, including employment, small businesses, and remittances. Low agriculture productivity has adversely affected the traditional lifestyle and average per capita income of the rural households.

Growth areas, employment opportunities and skills needs: AJK's economy is largely driven by subsistence agriculture and also relies heavily on remittances. Non farm sector includes small-scale manufacturing, crafts, domestic tourism, and general trading and services. Historically, diversification out of subsistence agriculture has been possible through crafts production, especially during long winters, a practice common in all mountain areas throughout the world. Local household industries produce carved wooden objects, textiles, and dhurrie carpets. There is also an art and craft industry that produces such cultural goods as shawls, pashmina, pherans, paper mashi, basketry copper, rugs, wood carving, silk and woollen clothing, patta, carpet, namda gubba and silverware. Agricultural goods produced in the region include mushrooms, honey, walnuts, apples, cherries, medicinal herbs and plants, resin, deodar, kail, chir, fir, maple and ash timber.

Remittances have played a major role in the economy of AJK. The southern parts of AJK send many young men to the Pakistan army, and industrial hubs of the mainland for permanent or seasonal work. Gulf region and western countries, particularly, United Kingdom, are other destinations for AJK workers. Tourism, a once thriving industry, has dried out completely. The government has thrown in travel restrictions on foreign visitors, which has further weakened the sector. The State government has created a number of industrial zones, but their uptake and performance has been mix at best.

AJK is well endowed with natural resources, including huge potential for generating low cost hydropower, mineral resources development, and good tourism potential based on its rich natural and cultural heritage. However, these resources have not yet been developed for a number of reasons.

Kashmiri crafts have a long history, but their development for new markets is not well organized. After the earthquake of 2005, new earthquake resilient building technologies have been introduced in AJK by international agencies, particularly Turkish agencies. These two areas hold good potential for employability and many multiplier effects and, therefore, ideal candidates for development as centres of excellence.

Social development needs: Education has been a priority of the Government of AJK as about 26% of its total recurring budget, or 8 % of the total development budget is allocated to this sector. As a result of this substantial investment, AJK's literacy rate is well over 65% which is significantly higher than the national average of Pakistan. At present, the gross enrolment rate at primary level is 95% for boys and 88% for girls (between the age group of 5-9 years). Many students from AJK undertake their post secondary education in the larger Pakistan as there are more opportunities there with more institutions available to them. Quotas are provided for students from AJK in Pakistani institutions of higher learning.

Health coverage in AJK is still inadequate. There are approximately 1,880 hospital beds available in the area averaging one bed per 2,007 people. The total number of doctors, including administrative staff, health managers & dentists is 702, out of which there are 411 medical officers, 69 dental surgeons, 174 specialists. Approximately, the infant mortality rate is 56 per 1000 live births, whereas the immunization rate for the children under 5 years of age is more than 95%.

Relevance of TVET activities to development potential and needs: At a strategic level, AJK's development policy is made in Islamabad, not in Muzaffarabad, and the policy is influenced by many factors. An ideal policy would focus on developing infrastructure, invest in key natural resources, such as hydropower, minerals and value added agriculture, and human resources; support intra-Kashmir trade and industry, and create other conditions necessary for rapid economic transformation of the entire region. The most powerful stimulus for economic growth would require economic integration through joint action by the governments of India and Pakistan. The trade across the Line of Control (LoC) is only a trickle, which could be increased under the next round of confidence building measures (CBMs), by the two countries. A more ambitious enterprise, and one that could also contribute to peace building, may be to create a special economic zone for all of Jammu and Kashmir, with duty free access to business people from both India and Pakistan, and acceleration of the necessary infrastructure development. Being an under-developed region with a nascent industrial base, AJK has been investing more in developing human capital through expansion of educational and TVET facilities. However, in this endeavour, at times, state institutions have lagged behind in the quality and equitable delivery of these services. Therefore, the prime objective of the AJK Government in future is to concentrate on quality, relevance, and equity in delivery of TVET services, in line with the objectives of the National Skills Strategy (NSS).

2.2 Organisation and management of skills development

The main policy objective of AJK Government is to develop AJK-TEVTA as a dynamic and well-governed institution for effective and sustainable training organization. The mission of AJK-TEVTA is to produce skilled workforce for employability, poverty alleviation and sustainable economic development. The institution will work with all stakeholders, including service providers, industry leaders and civil society organizations, and

ensure delivery of demand driven technical and vocational training to service key sectors of the economy, namely, agriculture, industry, services & commerce, through the supply of well-trained workforce which can meet the relevant manpower demands at home and outside.

For long term sustainability AJK-TEVTA will require budget availability and it will need to ensure transparency at all levels, develop clear staff development plans, and put in place an effective control and monitoring system for each line of the organizational structure. In the short and medium terms, AJK-TEVTA will need continued capacity, technical and financial support from national and international partners.

Management of TVET and skills development: Since its inception in 2007, AJK-TEVTA has endeavored to bring all TVET institutions under one umbrella. TEVTA has already initiated a process to revamp and consolidate existing TVET system under one management structure. The purpose of this consolidation is to establish a dynamic organization with strong linkages with employers/ industry and other stakeholders. The main function of AJK TEVTA is to provide enabling policy and regulation and developing standards for technical and vocational training for nationally and internationally recognized curriculum, examination and certification systems.

An important and continuing task of TEVTA is to upgrade teaching abilities, skills and knowledge of teaching staff as well as upgrade teaching equipment to the required standards. Another immediate task, where AJK-TEVTA needs external support is to assess the manpower training needs on the basis of demand from domestic and global markets.

TEVTA Board includes senior policy makers from relevant public sector agencies and independent members from industry and community organizations. In future, the Board will include more members from key industries and civil society organizations.

The organizational chart of AJK-TEVTA is given in Annex 1.

Human resources in TVET: The low quality of TVET teaching is a major concern. Raising quality of instruction is central to TVET reform. AJK-TEVTA will pursue a rigorous program to upgrade technical and management skills of its human resources. In this regard, greater autonomy will be given to individual Institutes to undertake joint training ventures with national and international training centers and selected industries for collaborative training programs and human resource sharing. AJK-TEVTA will also seek funding opportunities from partners and other donor sources for initiating an accelerated human resources development program (AHRDP), focusing on young teachers and mid level managers, selected on merit, to create a cadres of competent teaching staff and managers, who can then provide leadership to the TVET sector in the coming years.

Participation of the private sector and NGOs: Private sector itself is not well developed in AJK and whatever industry there is, it is catering for its own skills needs, without much reliance on the government sector—because of issues of low quality and relevance. This perception is justified under the current scenario, and it will require a great deal of effort on the part of AJK-TEVTA to attract industry insiders to play an active role in TVET reform and reorganization. Large NGOs, such as National Rural Support Program (NRSP), and Azad Kashmir Rural Support Program (AJKRSP) can play a meaningful role in TVET policy, implementation and outreach. AJK-TEVTA will create and engage with sector associations and Industry Advisory Groups around key industries and priority growth sectors.

Government skills delivery institutions: With a population of more than 3.7 million, AJK currently has only one Polytechnic, ten vocational institutes, and forty-three vocational training centers for women (Table 1). The total placement capacity of all these facilities is 9,245 students. Another 2,900 individuals are trained by private institutions, per year. The total number of youth joining the workforce each year is estimated at 107,391, thus there is a net gap of 95,246, which is quite significant. Plans are underway to increase the

number of TVET institutions in the state by building three more Polytechnics, one at each Divisional Headquarters, and at least one Polytechnic institute for women, and constructing or establishing 51 more vocational centers in various locations.

Table 1: TVET Institutions in AJK

1.	Polytechnic Institutes	1
2.	Technical Training Institute	1
3.	Vocational Training Institute	10
4.	Vocational Training Centres (Female)	43
5.	Vocational Youth Centres (Male)	5
6.	Industrial Training Centres (Male)	2
7.	Skill Development Centres(100SDC)	81
	<i>Sub total</i>	143
1.	Private Polytechnic Institute (Registered with AJK-TEVTA)	5
2.	Other Private Institutes (Registered with AJK-TEVTA)	25
	Total	173

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

Objective 1: Relevant Skills for Industrial and Economic Development						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<i>These are the objectives and key activities to achieve them that are in the NSS.</i>	<i>Based on current and planned work of provincial government and of other organisations</i>	<i>Expected targets and outcomes</i>	<i>Implementing agencies (Lead agency first)</i>	<i>Indicative costs of the planned activities and if available current or potential funding source</i>	<i>Organisational requirements, agreements, legislation and other pre-conditions, etc.)</i>	<i>Arrangements for monitoring and evaluation (govt (TEVTA), funding agency, other)</i>
<p>1.1 Introducing Competency Based Training</p> <p>1.1.1 Establish sector specific Industry Advisory Groups (IAG).</p>	<p>Current activities</p> <p>There are existing standards and curriculum developed by other provinces & nationally</p> <p>Planned activities - Labour market surveys undertaken</p> <p>IAGs created in:</p> <ol style="list-style-type: none"> 1. Construction Sector 2. Agriculture & food processing 3. Cottage & crafts 4. Small workshops & 	<p>Labour market survey</p> <p>Competency standards</p> <p>Three IAGs created</p>	<p>NAVTTTC, TEVTAs</p> <p>AJK-TEVTA</p>	<p>NAVTTTC/donors</p> <p>Internal budgets</p>	<p>Included in current scope of work</p>	<p>AJK-TEVTA Reports</p>

Objective 1: Relevant Skills for Industrial and Economic Development						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
1.1.2 Develop competency standards.	services sector 5. Renewable Energy 6. Hospitality & Tourism - Competency standards developed for all aspects - Competency based curricula borrowed	National standards are adopted when available	AJK-TEVTA/ NAVTTC	Federal/NAVTTTC or donor funding for national standards and curriculum		NAVTTTC Reports
1.1.3 Develop competency based curricula.	Review assessment guidelines	New curricula adapted to context need				Curricula /content committee of AJK-TEVTA
1.1.4 - Develop assessment guidelines	Teaching/learning material and content adapted from other provinces	Updated assessment guidelines available	AJK-TEVTA			
1.1.5 Develop teaching/learning material and course contents	Develop capacity to implement CBT – including upgrading of teacher skills and institutes	Improved content available	Training Institutes			
			AJK-TEVTA/ NAVTTTC NISTE NTB			
1.2 Establishing Industry Specific Centres of Excellence	Current activities No current activity					

Objective 1: Relevant Skills for Industrial and Economic Development						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
1.2.1 Establish sector specific training institutes and Centres of Excellence near to relevant industry	Planned activities CoEs to be established - Kashmiri Handicrafts - Woodcarving - Earthquake resilient Construction services	A conceptual plan available on “hallmark” products of AJK MOUs with willing partner institutes	AJK-TEVTA	Public/donor funding	Included in the current scope of work	TEVTA Board
1.2.2 Pakistani Centres of Excellence establish partnerships and links with reputed specific training facilities abroad.	Lead Centres contacted in Iran (handicrafts) & Turkey (construction)	MOUs with willing partner institutes				
1.3 Increasing the role of the Private Sector 1.3.1 Support industry in delivering skills 1.3.2 Encourage employers to expand the training aligned with nationally recognised qualifications.	Current activities Very weak industrial base Planned activities - <i>Increase employers participation in TVET planning</i> - Technical Assistance provided to employers, and selected private institutions, including private schools and <i>madari</i> Participation in any	- Industry leaders constitute 30% membership in AJK-TEVTA Board - Employers have access to data and technical assistance MOUs are signed with	AJK TEVTA	Internal budgets	Included in existing scope of work Needs agreement of AJK government	AJK-TEVTA Website
1.3.3 NAVTEC develops Public Private Partnerships with industry.						

Objective 1: Relevant Skills for Industrial and Economic Development						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<p>1.3.4. Procure training from the private sector, equipment and showcasing, Industry Sponsorship.</p> <p>1.3.5 Support for Workplace Based Training, and apprenticeship</p>	<p>NAVTTTC PPP program</p> <p>Not feasible in AJK context</p> <p>Endorse & recognize private sector workshops/service centres for training & apprenticeships</p>	<p>at least 3 IAGs, increasing their role in TVET activities</p> <p>-Three workshops recognized as TVET partners</p>	<p>NAVTTTC</p> <p>IAGs</p> <p>Selected workshops</p>			
<p>1.4 Reforming the Apprenticeship System</p>	<p>Current activities</p> <p>Apprenticeship largely inactive in AJK</p> <p>Funding not available in TEVTA for an internal reform process</p>					
<p>1.4.1 Review existing Apprenticeship system against similar, successful programmes abroad, discussed with stakeholders and modified according to changing requirements of industry and for</p>	<p>Planned activities</p> <p>- A policy white paper prepared on Apprenticeship reforms</p> <p>- Survey & registration</p>	<p>- Guidelines and recommendations available</p> <p>- Inventory of training providers and their</p>	<p>AJK-TEVTA</p>	<p>Internal budget</p>	<p>Included in the current scope of Work</p> <p>Apprenticeship</p>	<p>TEVTA Reports/ website</p>

Objective 1: Relevant Skills for Industrial and Economic Development

Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<p>the benefit of the trainees.</p> <p>1.4.2 Include trades for women.</p> <p>1.4.3 Encourage trade associations and industry groups to promote the apprenticeship system</p> <p>1.4.4 Bring apprenticeship training under NQF..</p>	<p>of industry/ workshops/ service centres</p> <ul style="list-style-type: none"> - Provision of honoraria to workshop owners/ Service Centres to hire instruction staff - Workshop organized to share experiences and come up with strategies for including women in emerging sectors and non-traditional trades” <p>A partnership developed with roles and incentives</p> <p>Coordinate with NAVTTC</p>	<p>services</p> <ul style="list-style-type: none"> - Agreements with workshop owners <p>Recommendations available</p> <p>An incentive system is in place</p> <p>NQF as a medium term goal</p>	<p>Workshop owners</p> <p>AJK-TEVTA local NGOs and sector experts (gender, business and skills)</p> <p>NAVTTC</p>	<p>AJK Government funding</p> <p>AJK Government?</p>	<p>approach and law reviewed and revised at federal level – NAVTTC & federal Dept of Labour and Manpower</p> <p>This is subject to finding a source of funds</p>	

Objective 1: Relevant Skills for Industrial and Economic Development						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<p>1.5 Encouraging Entrepreneurship</p> <p>1.5.1 Develop entrepreneurship modules</p> <p>1.5.2 Career guidance about self employment options and requirements.</p> <p>1.5.3 NAVTEC will also assist career guidance and job placement centres in developing linkages with microfinance institutes.</p>	<p>Current activities Some training</p> <p>Planned activities</p> <ul style="list-style-type: none"> - Develop cross cutting modules for business start-up, marketing, and access to finance - Integrate into TVET delivery - Establish placement centres in divisional head offices in existing facilities - Introduce loan funds and equipment loans for graduates to assist in business formation <p>AJKTEVTA will carry out this activity with the guidance of NAVTTC</p>	<p>BDS services accessed from local service providers</p> <p>Placement centres and career guidance system established at three Divisional Offices</p>	<p>Business /commerce schools/ universities /NGOs</p> <p>AJK-TEVTA</p> <p>AJK-TEVTA Focal Person</p>	<p>Internal budgets</p> <p>AJK Government</p>	<p>Included in the current scope of work</p> <p>Needs agreement to funding or a donor funding source</p>	<p>AJK-TEVTA Reports</p>

Objective 1: Relevant Skills for Industrial and Economic Development						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<p>1.6 Other provincial areas of priority</p> <p>Mainstream <i>madaris</i> (religious seminaries) in TVET</p>	<p><i>- Engage with Madrasa administrations, and develop feasible training products and services for them</i></p>	<p>A pilot project for imparting selected skills to madrasa students</p>	<p>AJK-TEVTA</p> <p>Selected Madrasa Administrators</p>	<p>Public/donor funding</p>	<p>Approval by religious leaders</p>	<p>AJK-TEVTA Reports</p>

Objective 2: Improving Access, Equity and Employability						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<i>These are the objectives and key activities to achieve them that are in the NSS.</i>	<i>Based on current and planned work of provincial government and of other organisations</i>	<i>Expected targets and outcomes</i>	<i>Implementing agencies (Lead agency first)</i>	<i>Indicative costs of the planned activities and if available current or potential funding source</i>	<i>Organisational requirements, agreements, legislation and other pre-conditions, etc.)</i>	<i>Arrangements for monitoring and evaluation (govt (TEVTA), funding agency, other)</i>
<p>2.1 Expanding geographical provision</p> <p>2.1.1 Establish at least one technical education institute in each district and at least one vocational training institute in each tehsil, ensuring a gender balance in provision (see NSS prioritisation of used buildings note)</p>	<p>Current activities</p> <p>Planned activities</p> <ul style="list-style-type: none"> - Establish at least three Polytechnic institutes at divisional level. Establish at least one polytechnic institute for Women Land acquisition and construction of TEVTA head office building 	<p>PCI document prepared for three institutes and divisional level; and one for women</p> <p>Land acquisition process completed for TEVTA head office</p>	AJK-TEVTA	Public/donor funding	<p>Included in the existing scope of work</p> <p>Also requires availability of skilled staff</p>	ADP

Objective 2: Improving Access, Equity and Employability						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<p>2.2 Making training delivery flexible</p> <p>2.2.1 Flexible training delivery</p> <p>2.2.2 Encouraging industry to make their facilities, equipment and expertise available for the delivery of realistic, workplace training.</p> <p>2.2.3 Establish mobile training units</p>	<p>Current activities</p> <p>Planned activities</p> <p>- <i>Framework developed for allowing more flexibility in training delivery</i></p> <p>- Under-utilized and under-used public buildings identified</p> <p>- Guidelines developed for practice-based learning through affiliations & franchises</p> <p>- <i>Mobile & community based training (CBT)</i></p>	<p>Policy framework available</p> <p>At least 20 building identified</p> <p>At least two affiliations / franchises created between industry/ workshops and technical institutes</p> <p>Mobile and CBT activities are launched</p>	<p>AJK-TEVTA</p> <p>Training Institutes</p> <p>Selected Institutes and workshops</p> <p>NRSP, AJKRSP</p>	<p>Internal budget of participating organizations</p>	<p>Included in the exiting mandate of partner organizations</p>	<p>Reports by partner organizations</p>

Objective 2: Improving Access, Equity and Employability						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<p>2.2.4 Adapt structure of training programmes to the needs of a wider range of learners and situations.</p> <p>2.2.5 Give trainees the option of taking several shorter courses over an unstipulated period of time.</p> <p>2.2.6 Offer block allocations and day release system where training combines classroom and workplace learning</p>	<p>promoted A seminar is organized on making training delivery flexible</p> <p>- AIOU courses are adapted to promote continuous technical education and qualifications</p> <p>- Best approaches and practices explored in consultation with NAVTTC</p>	<p>on pilot scale</p> <p>Guidelines available for restructuring of training programs</p> <p>- At least two practice courses for skilled persons to up-grade their skills and pursue life-long learning.</p> <p>At least two practice cum training courses are available</p>	<p>AJK-TEVTA</p> <p>Training Institutes</p> <p>AJK-TEVTA/ NAVTTC</p>			
2.3 Focusing on skills for women	Current activities					

Objective 2: Improving Access, Equity and Employability						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
2.3.1- Increase awareness among female, their families, communities, and potential employers.	Planned activities - <i>Undertake State wide awareness campaigns</i> <i>Establish a women only Polytechnic institute (already mentioned above)</i>	Awareness campaigns for TVET integrated with other outreach activities	AJK TVET partners	Internal budgets	Included in the existing scope of work	TEVTA reports
2.3.2 Conduct research into new and emerging occupations with the potential for women's employment	Provide R&D support to all partners to increase employability of women.	PC1 prepared for Women's Polytechnic	AJK-TEVTA	Public funding	Planning and Development Department	ADP updates
2.3.3 Introduce non-traditional courses for women	- Develop courses in hospitality management, driving, electronics (home appliances), Information technology , mobile phone repairing, interior design, beautician, home gardening	At least three Technical Institutes and five NGOs/CBOs have instituted programs targeted specifically at women's inclusion in new trades At least three new courses are developed	Participating Institutes, NGOs/ CBOs AJK-TEVTA	Internal budgets of partners Internal budgets AJK Government	Management decision Management decisions	Reports by Institutes
2.4 Training for disadvantaged groups	Current activities					

Objective 2: Improving Access, Equity and Employability						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
2.4.1 Reservation of seats for disadvantaged groups, 2.4.2 Scholarships/stipends 2.4.3 Special training programmes 2.4.4 Establishment of Crafts Coordination Council	Planned activities - Reserve minimum placement quotas for disadvantaged groups in Technical institutes - Provide adequate stipends & toolkits for orphans & individuals with special needs - Develop special courses in local crafts - Craft guilds are created	Notification issued Adequate provision made in annual budget Courses available in Gabba sazi, paper mashi, shall bafi, Kashmiri embroidery At least three guilds are created	AJK TEVTA Zakat Authority BISP Technical Institutes All TVET Partners	Internal budgets of institutes Multiple sources Curriculum committee No budget implications	Included in the existing scope of work	Reports by participating agencies
2.5 Integrating Informal Economy Workers 2.5.1 Recognition of Prior Learning	Current activities Little activity Role not with TEVTA Planned activities <i>- A flexible trade testing system developed for skilled workers, and career counselling provided in a decentralized manner</i>	A Guideline paper available for TEVTA partners	AJK-TEVTA AJK Government		Development of suitable RPL mechanism and tools nationally	

Objective 2: Improving Access, Equity and Employability						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
2.5.2 Imparting core skills such as basic literacy and numeracy 2.5.3 Entrepreneurship and self-employment programmes for Ustad-Shagird streams	<ul style="list-style-type: none"> - Services accessed from adult literacy training service providers - Linkages created with financial and non-financial business development services (BDS) - Transitional steps created from <i>ustad shagirdi</i> to entrepreneurship and self-employment 	<p>At least six technical institutes are using core skill modules</p> <p>Basic business development training integrated with <i>ustad shagird</i> streams</p>	<p>Participating Technical and soft skills Institutes</p> <p>AJK-TEVTA/ Technical Institutes</p>	Departmental Budgets	Included in the existing scope of work	Reports by Partner Institutes
2.6 Enhancing the mobility of skilled workers	Current activities NAVTTTC responsibility					

Objective 2: Improving Access, Equity and Employability						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<p>2.6.1 Develop an Information System which will collate international skills needs data which will be available to all TVET programme developers to formulate their programme and policy planning.</p> <p>2.6.2 Offer language courses including information on the social and legal structures of the host country.</p> <p>2.6.3 Organise on-site training in the country of work, to upgrade workers' skills,</p> <p>2.6.4 NAVTEC will establish institutional partnerships for international accreditation, joint certification and mutual recognition agreements.</p> <p>2.6.5 Introduction of internationally certified courses.</p>	<p>Planned activities</p> <ul style="list-style-type: none"> - Work closely with NAVTTC to get real time information on international demand - Coordinate with Pakistan Consulates in selected labour destination countries to determine the needs of Pakistani guest workers - Identify willing partners overseas, and borrow their curricula and standards, with the help of NAVTTC and ILO - Identify relevant courses 	<p>A regular Newsletter called "Hunarmund Kashmir" is launched, providing labour market trends & opportunities</p> <p>Orientation modules are developed on 3 key topics</p> <p>At least one international partnership established</p> <p>At least three courses identified</p>	<p>AJK-TEVTA</p> <p>NAVTTC</p> <p>AJK-TEVTA/ NAVTTC/ ILO</p>	<p>Internal budgets of partners</p>	<p>National LMIS available</p> <p>National coordination and collection of information needed</p> <p>Included in the existing scope of work</p>	<p>TEVTA report</p> <p>NAVTTC Reports</p>
<p>2.7 Providing career guidance and placement services</p> <p>2.7.1 Design comprehensive career guidance and job placement services at provincial and federal levels and in Centres</p>	<p>Current activities</p> <p>No LMI system at present</p> <p>Just started career guidance</p> <p>Planned activities</p> <ul style="list-style-type: none"> - Career guidance and job placement services 	<p>Three placement centres established</p>	<p>AJK-TEVTA</p>	<p>Internal budgets</p>	<p>Included in the existing mandate and scope of work</p>	<p>NAVTTC Reports</p>

Objective 2: Improving Access, Equity and Employability						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<p>of Excellence having links to microfinance institutes and incubators</p> <p>2.7.2 Train guidance and placement officers.</p> <p>2.7.3 Develop Labour Market Information System (LMIS)</p>	<p>are designed and integrated with all training programs</p> <ul style="list-style-type: none"> - Establishment of career guidance centre and job placement services at divisional level - Adapt national LMIS with the help of NAVTTC 	<p>Staff at 3 placement centres trained</p> <p>LMIS adapted for AJK</p>	<p>NAVTTC</p>		<p>National LMIS available</p>	<p>AJK-TEVTA Reports</p>
<p>2.8 Offering vocational education in schools</p> <p>2.8.1 Design a nationally uniform system of vocational education in schools.</p> <p>2.8.2 Revival of existing TVET system in schools</p> <p>2.8.3 Develop school and college qualifications that combine academic and vocational knowledge, which would be linked to NQF</p>	<p>Current activities</p> <p>Planned activities</p> <ul style="list-style-type: none"> - Participate in national policy development, including whether compulsory - Vocational education integrated in all types of schools and madari - Participation in the national programme - Develop a proposal in consultation with AJK-DOE 	<p>Nationally uniform system adopted when available</p> <p>Draft policy and structure prepared</p> <p>National guidelines adopted when available</p>	<p>NAVTTC DoE AJK Government</p> <p>AJK-TEVTA</p> <p>NAVTTC</p>	<p>Federal funding</p> <p>Internal budgets</p>	<p>National policy development needs to occur</p> <p>Included in the existing mandate and scope of work</p>	<p>NAVTTC Reports</p> <p>AJK-TEVTA Reports</p>

Objective 2: Improving Access, Equity and Employability						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<p>2.9 Improving the status of skills development</p> <p>2.9.1 Develop a communication strategy to enhance the reputation of TVET.</p>	<p>Current activities None</p> <p>Planned activities <i>- Public education and awareness promoted</i></p> <p>- Input provided to developing national communication strategy</p>	<p>Outreach capacity of NGOs and CBOs is leveraged</p> <p>National strategy adopted when available</p>	<p>AJK-TEVTA NGOs, CBOs</p> <p>NAV TTC</p>	<p>Internal budgets AJK Government</p>	<p>Included in the existing mandate and scope of work</p> <p>Action should be in conjunction with national campaign</p>	<p>AJK-TEVTA Reports</p> <p>NAV TTC Reports</p>
<p>2.10 Other provincial areas of priority</p> <p>Introducing sports and recreational activities at technical institutes</p>	<p>Sports & recreational activities introduced in TVET institutes</p>	<p>Proposals are invited from technical and vocational institutes</p>	<p>AJK-TEVTA Technical Institutes</p>	<p>Internal budgets</p>	<p>AJK-TEVTA Directive</p>	<p>AJK-TEVTA Reports</p>

Objective 3: Assuring Quality						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<i>These are the objectives and key activities to achieve them that are in the NSS.</i>	<i>Based on current and planned work of provincial government and of other organisations</i>	<i>Expected targets and outcomes</i>	<i>Implementing agencies (Lead agency first)</i>	<i>Indicative costs of the planned activities and if available current or potential funding source</i>	<i>Organisational requirements, agreements, legislation and other pre-conditions, etc.)</i>	<i>Arrangements for monitoring and evaluation (govt (TEVTA), funding agency, other)</i>
3.1 Streamlining Policymaking 3.1.2 Clarify role and mandate of various stakeholders 3.1.3 Formulate a comprehensive national TVET sector plan 3.1.6 Develop federal and provincial NSS implementation plans 3.1.5 Strengthen TEVTA/provincial /regional TVET Departments 3.1.7 Develop MIS, M&E and GIS for TVET 3.1.8 Introduce Tracer studies	Current activities TEVTA not fully independent Planned activities - A strategic exercise undertaken on roles & mandates of all partners - AJK-SDP developed as an input to provincial & national action AJK-TEVTA leads the process in AJK Facilitates sector integration, planning and budget making First tracer study undertaken with help	Policy statement available on roles and mandates National Action Plan Progress is reviewed every six month Process developed for joint budgeting of all TVET activities in AJK Tracer study launched	AJK-TEVTA NAVTTC AJK-TEVTA Partners	Internal budgets	Role of TEVTA needs to be clear and autonomous, and fragmentation reduced Included in the existing mandate of relevant institutions	NAVTTC Reports AJK-TEVTA Reports Departmental Reports

Objective 3: Assuring Quality						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
3.1.9 Establish Labour Market Information System to support policy formulation for a competency based demand driven TVET	from NEVTTC LMIS adopted in collaboration with TEVTTA and ILO	AJK LMIS available	ILO			
3.2 Establishing a National Qualifications Framework 3.2.1 Formulate NQF 3.2.2 Implement NQF in phased manner	Current activities NAVTTC responsibility Planned activities - Input to NAVTTC in NQF development - Implement NQF in a phased manner	Focal persons identified Implementation plan	NAVTTC AJK-TEVTA AJK-TEVTA	Federal or donor funding Internal budgets	NAVTTC to lead development and coordinate implementation Part of existing mandate and scope of work	NAVTTC Reports
3.3 Registering and Accrediting Institutes	Current activities NAVTTC initiating Provincial TVETAs involved in pilot				Registration provincial responsibility, accreditation federal.	

Objective 3: Assuring Quality						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
3.3.1 Develop criteria for Institution assessment, 3.3.2 Establish an accreditation body in the country	Planned activities - AJK to have its own Examination Board - NAVTTC criteria to be followed	National criteria adopted National accreditation body followed when established	AJK-TEVTA NAVTTC NAVTTC to coordinate	Internal budgets	Included in existing mandate of both AJK-TEVTA And NAVTTC	AJK-TEVTA Reports NAVTTC Reports
3.4 Reforming the management of training institutes 3.4.1 Increase capacity of training providers 3.4.2 Create incentives for better performance of TVET institutes 3.4.3 Introduce financial autonomy and accountability	Current activities Planned activities <i>Trainers selected on merit for specialized training</i> Performance-based incentives developed in consultation with TVET institutes <i>Rules of business established for autonomous management of TVET institutions, including internal monitoring</i> Role and location of	Training Needs Assessment and selection criteria available Standard performance appraisal system and structure of merit allowances available Rules of business available	 AJK-TEVTA	 Public funding AJK TEVTA Budget	 Standards for teachers need to be developed nationally to use in recruitment and evaluation AJK-TEVTA Board	 AJK-TEVTA Reports

Objective 3: Assuring Quality						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
3.4.4 Train managers and principals in terms of TVET reform 3.4.5 Reform and revamp the selection process of managers.	managers clarified A capacity building program and PC1s developed <i>Clear procedures developed for the selection of managers</i>	PCI Available A transparent system available				
3.5 Training Instructors 3.5.1 Introduce(1) upgrading knowledge in new technologies, critical for new and/or emerging sectors; (2)upgrading teaching and assessment skills in competency based training	Current activities Planned activities <i>- A comprehensive capacity up-gradation program developed for instructors, assessors and teachers, based on</i>	At least one initiative in upgrading knowledge and technology for teaching and assessment of				

Objective 3: Assuring Quality						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
<p>3.5.2 Develop competency standards for teachers and assessors</p> <p>3.5.3A comprehensive trainers and assessors training programme will be introduced</p> <p>3.5.4 Establish a further training system for teachers combining workplace experience & professional development.</p> <p>3.5.5 Incentives to attract qualified, experienced people into TVET teaching.</p> <p>3.5.6 Strengthen staff training institutes.</p> <p>3.5.7 Link staff training institutes with centres of excellence</p> <p>3.5.8 Develop Instructors' Qualifications</p>	<p>latest knowledge and technology</p> <ul style="list-style-type: none"> - Competency standards developed with the help of NAVTTC - Planning processes initiated for an advanced staff training institute in AJK - Workplace experience incorporated in TOT curricula - Additional allowance and of incentives provided to qualified and experienced teachers and professionals - Upgrade equipment and tools for training - Capacity support provided to training faculty through affiliations and exposure visits - Qualification 	<p>competency based training</p> <p>Standards adopted when available</p> <p>PCI prepared</p> <p>Workplace training included in curricula</p> <p>Incentive system rationalized</p> <p>Training institutes are well equipped</p> <p>National/ international Centres of excellent identified</p> <p>Framework Adopted</p>	<p>Joint responsibility of NAVTTC and AJK-TEVTA</p>	<p>AJK- TEVTA sector budget</p> <p>Donor funding for new investments in capacity building and quality assurance</p>	<p>Standards for teachers need to be developed nationally by NAVTTC</p> <p>Need pre & post service training for teachers</p> <p>Need to increase capacity and capability of national teacher training facilities through NAVTTC</p> <p>Training also needed for managers</p>	<p>AJK-TEVTA Reports</p> <p>NAVTTC Reports</p>

Objective 3: Assuring Quality						
Strategies and Key Activities of the National Skills Strategy (NSS)	Provincial activities/projects in-progress or planned for 2012-2013	Targets for activities and projects in 2012 - 2013	Agencies involved in implementing activities and projects	Indicative costs/ current or potential funding source	Conditions required to enable activities to happen	M&E mechanisms
Framework	Framework reviewed and upgraded	when available				
3.6 Undertaking Research 6.6.1 Develop an information and knowledge management system, where information related to skills' needs, best practices in skills development and emerging trends that different agencies generate, can be channelled, collated, analysed and shared. 6.6.2 The government should develop its own capacity to conduct research, facilitate other organisations involved in research relating to skills development, as well as commission specific research reports and analyses.	Current activities Planned activities - Participation in central information and knowledge sharing system - A Research and Development Cell Established - Monitoring and Evaluation cell established - Research needs identified and relevant studies undertaken	- Capacity enhanced for research-based planning and programming in AJK PC! for R&D Cell PC! for M&E Cell - At least five research areas are identified and at least two research projects initiated	AJK-TEVTA NAVTTC	NAVTTC budget AJK-TEVTA Budget Donor Funding	Included in exiting mandate and scope of Work Needs to be national research capacity coordinated by NAVTTC	NAVTTC Reports AJK-TEVTA Reports