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Organizational Assessment of **Women TVET Institutes** in Pakistan



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Acronyms

ADP	Annual Development Programme
AP	Associate Professional
A&T	Academic and Training
BBSYDP	Benazir Bhutto Shaheed Youth Development Programme
BIA	Business and Industrial Associations
BBIEC	BUIITEMS Business Incubation Entrepreneurship Centre
BISP	Benazir Income Support Programme
BPS	Basic Pay Scale
BTE	Board of Technical Education
BTEVTA	Balochistan TEVTA
BUIITEMS	Balochistan University of Information Technology, Engineering, and Management Sciences
BW	Black and White
BWBA	Balochistan Women Business Association
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CBO	Community Based Organization
CBT	Competency Based Training
CCPC	Career counselling and placement centre
CCI	Chamber of Commerce & Industry
CPEC	China Pakistan Economic Corridor
CSR	Corporate Social Responsibility
CVT	Cooperative Vocational Training
DAE	Diploma of Associate Engineers
DBOM	District Boards of Management
DD	Deputy Director
DPA	Data Processing Assistant
EE	Electrical Engineering
EFP	Employers Federation of Pakistan (EFP)
FAO	Food and Agriculture Organization (FAO)
FATA	Federally Administered Tribal Area
FDA	FATA Development Authority
FFVTC	Fauji Foundation Vocational Training Centre
FGD	Focused Group Discussion
FPCCI	Federation of Pakistan Chamber of Commerce and Industry)
GM	General Manager
GIBCE	Govt. Institutes of Business & Commercial Education
GMI	Government Monotechnic Institute
GPI	Government Polytechnic Institute
GTC	Government College of Technology
GTC(W)	Government College of Technology for Women

GVC	Government Vocational School
GVI	Government Vocational Institute
GVTC	Government Vocational Training Centre
GVTI	Government Vocational Training Institute
HR	Human Resource
HSSC	Higher Secondary School Certificate
ILO	International Labour Organization
IT	Information Technology
HQ	Headquarter
IMC	Institute Management Committees
JICA	Japan International Cooperation Agency
JPO	Job Placement Officer
KCCI	Karachi Chamber of Commerce and Industry
KI	Key Informant
KII	Key Informant Interview
KP	Khyber Pakhtunkhwa
KTEVTA	Khyber Pakhtunkhwa TEVTA
M&E	Monitoring and Evaluation
MITI	Memon Industrial & Technical Institute
MNC	Multinational Corporation
MOU	Memorandum of Understanding
MOZU	Ministry of Zakat & Ushr
MPR	Marketing & Public Relations
MS	Microsoft
NADRA	National Database & Registration Authority
NAVTTTC	National Vocational and Technical Training Commission
NGO	Non-Governmental Organization (NGO)
NIC	National Incubation Centre
NSIS	National Skills Information System
NVQF	National Vocational Qualification Framework
OJT	On Job Training
OMS	Office Management Skill
PAF	Pakistan Airforce
PCSW	Provincial Commission on the Status of Women
PI	Polytechnic Institute
PITB	Punjab Information Technology Board
PMDC	Pakistan Medical and Dental Council
PMYSDP	Prime Minister Youth Skill Development Program
PPP	Pubic Private Partnership
PSDF	Punjab Skills Development Fund
PVTC	Punjab Vocational Training Council
PWDs	Persons with Disabilities
SDGs	Sustainable Development Goals
SLIMS	Skilled Labour Market Information System
SMEs	Small and Medium Enterprises
SMEDA	Small and Medium Enterprises Development Authority
SOPs	Standard Operating Procedures
SSP	Sector Strategic Programme
ST&IT	Science and Technology and Information Technology
STEVTA	Sindh TEVTA

SVP	Senior Vice President
SVTI	Shaheen Vocational Training Institutes
TEVTA	Technical Education & Vocational Training Authority
TNA	Training Need Assessment
TTB	Trade Testing Board
TVET	Technical and Vocational Education and Training
UN	United Nations
UNDHR	Universal Declaration of Human Rights
UNICEF	United Nations International Children's Emergency Fund
VTI	Vocational Training Institutes
VTIW	Vocational Training Institutes for Women
VTTIW	Vocational Teacher's Training Institute for Women
WBT	Workplace Based Training
WCCI	Women Chamber of Commerce & Industry
WeR	Waseela-e-Rozgar (WeR)
WTTC	Women Technical Training Centre

Introduction

Background

Equality of men and women is widely recognized as a matter of human rights. Violation of women's fundamental rights cannot be overlooked in present times. Discrimination against women is against several international commitments, conventions and agreements. These commitments, conventions and agreements are briefly stated in the next sub-section.

Gender inequality (creating disadvantage for women) is relatively very high in Pakistan. On the United Nation's Gender Inequality Index, Pakistan ranks at 133 places in the world, with a score of 0.541¹. The dream of equality is hard to be materialized unless women are empowered through providing necessary skills, which they can use to enhance their earnability.

Technical and vocational education and training (TVET) can help in addressing this challenge. However, publicly-funded provision of skill development is serving only 0.7% of the population falling in the age group of 15-24 in Pakistan². Even in this percentage of beneficiaries, share of women is very small. It is because skill development opportunities available to women are limited³.

Private sector is not playing its role in the TVET system, the way it does in the general education. It accounts for about 70% of higher education and 40% of school education in Pakistan⁴, while its role in the TVET system is almost insignificant. Various incentive schemes were launched in the past to promote its role in vocational education, but outcomes were not satisfactory. For example, the initiative of tax concessions for the employers upon providing apprenticeship training to their employees could not make any success⁵.

Available evidence suggests that women are not only discriminated in training opportunities, they are subject to even more severe discrimination in employment and wage fixation. For example, number of employed women (13 million) is not even one third of that of men (44

¹ Human Development Report 2018, Human Development Composite Indices, Table 5, p. 40. Available at http://hdr.undp.org/sites/default/files/2018_human_development_statistical_update.pdf

² GoP (2018), p. 22

³ GoP (2018), p. 22

⁴ GoP [Government of Pakistan]. (2018). Skills for Growth & Development A Technical and Vocational Education and Training (TVET) Policy for Pakistan. Retrieved from <http://www.stevta.gos.pk/downloads/NTP2018.pdf>.

⁵ GoP (2018), p. 13

million) in Pakistan⁶. Secondly, gender wage gap (disfavouring women) is also high. This situation calls for a study to identify barriers to participation of women in TVET and barriers to their employability.

International and national commitments, agreements and conventions

United Nations Declarations

- **The Universal Declaration of Human Rights⁷**: The Universal Declaration of Human Rights (UNDHR) was proclaimed by the United Nations General Assembly in 1948. Its Article 23 emphasizes upon the rights of everyone: to choose employment, to equal pay, to just and favourable remuneration (enabling the worker an existence worthy of human dignity) and to form and join union. The Article 23 reads as follows:

*“(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
(2) Everyone, without any discrimination, has the right to equal pay for equal work.
(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection
(4) Everyone has the right to form and to join trade unions for the protection of his interests.”*

The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)

The UN General Assembly adopted the Convention of CEDAW in 1979. It defines various forms of discrimination against women and presents measures to be taken by the members

⁶ Labour Force Survey 2014-15 (Table 12), available at <http://www.pbs.gov.pk/sites/default/files//Annual%20Report%20of%20LFS%202014-15.pdf>

⁷ <http://www.un.org/en/universal-declaration-human-rights/>

states to eliminate the discrimination. Important clauses of the Convention are presented below:

- Clause 'a' of its Article 10 emphasizes upon the provision of same conditions for career and vocational guidance. It reads out as follows: "The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training".
- Clause 'b' of its Article 10 stresses upon ensuring access to same curricula, examination, teaching faculty and qualifications. It reads as follows: "Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality".
- Clause 'c' of its Article 10 is related to elimination of the phenomenon of stereotyping. It reads as follows: "The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods".

ILO Conventions

- **Convention C111 - Discrimination (Employment and Occupation) Convention, 1958 (No. 111)**: It requires member states to take measures to eliminate all forms of discrimination. Its Article 2 reads as follows: "Each Member for which this Convention is in force undertakes to declare and pursue a national policy designed to promote, by methods appropriate to national conditions and practice, equality of opportunity and treatment in respect of employment and occupation, with a view to eliminating any discrimination in respect thereof"⁸.
- **Convention C100 - Equal Remuneration Convention, 1951(No. 100)**: It call for bridging up gender wage gap. It states that "Each Member shall ... ensure the application to all workers of the principle of equal remuneration for men and women workers for work of equal value"⁹.
- There are many other conventions, which are meant to protect women rights, which include:
 - Convention C183 - Maternity Protection Convention, 2000¹⁰
 - Convention C158 - Termination of Employment Convention, 1982¹¹

⁸ The Convention Available at http://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/ILO_C_111.pdf

⁹ Available at https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_decl_fs_84_en.pdf

¹⁰ https://www.ilo.org/wcmsp5/groups/public/@dgreports/@gender/documents/genericdocument/wcms_114195.pdf

¹¹ http://blue.lim.ilo.org/cariblex/pdfs/ILO_Convention_158.pdf

- Convention C122 - Employment Policy Convention, 1964¹²
- Conventions C156 - Workers with family responsibilities, 1981 (No. 156)¹³

Agenda 2030

Recent decades have experienced greater attention to narrow down gender gap. First World Conference on Women was held in 1975 (Mexico), second in 1980 (Copenhagen), third in 1985 (Nairobi) and fourth in 1995 (Beijing). Two major outcomes of these conference are:

- 1975: Declaration of Mexico on Equality of Women and Their Contribution to Development and Peace
- 1979: The Convention on the Elimination of All Forms of Discrimination against Women

Beijing Platform for Action

The outcome of the Fourth World Conference on Women held in Beijing, China in September 1995 was an agenda for women's empowerment, which is commonly known as "Beijing Platform for Action". It is considered as an important step for advancing women's rights.

Millenarian Development Goals

In 2015, the United Nations adopted 2030 Agenda for Sustainable Development, having 17 goals to transform the world. Out of these 17 Sustainable Development Goals (SDGs), the following four goals are crucial for women rights:

- Goal 1: no poverty
- Goal 5: gender equality
- Goal 8: decent work and economic growth
- Goal 10: reduced inequalities

The Constitution of Islamic Republic of Pakistan

The Constitution of Islamabad Republic of Pakistan 1973¹⁴ contains several provisions which relate to the protection of women rights. The most important are:

- **Article 15. Freedom of movement, etc.:** "Every citizen shall have the right to remain in, and, subject to any reasonable restriction imposed by law in the public interest, enter and move freely throughout Pakistan and to reside and settle in any part thereof".

¹² http://blue.lim.ilo.org/cariblex/conventions_16.shtml

¹³ https://ecampus.itcilo.org/pluginfile.php/25272/mod_page/content/40/C156_R165.pdf

¹⁴ http://na.gov.pk/uploads/documents/1333523681_951.pdf

- **Article 17. Freedom of association:** “(1) Every citizen shall have the right to form associations or unions, subject to any reasonable restrictions imposed by law in the interest of sovereignty or integrity of Pakistan, public order or morality.”
- **Article 18. Freedom of trade, business or profession:** Article 18 allows women to enter into any lawful trade, business or profession. It says, “...every citizen shall have the right to enter upon any lawful profession or occupation, and to conduct any lawful trade or business”.
- **Article 25. Equality of citizens:** Clause 2 of the Article 25 states that there will be no place for gender discrimination. It reads out as, “There shall be no discrimination on the basis of sex”. Its clause 3 goes one step ahead. It even empowers the state to take extra measures for the protection of women and children. It states that “Nothing in this Article shall prevent the State from making any special provision for the protection of women and children”.

The state of women employment in Pakistan

Female labour force participation

The global female labour force participation rate declined from 52.4% in 1995 to 49.6% in 2015¹⁵. However, in Pakistan it increased from 11.39% to 22.02% during the corresponding period¹⁶. Although it is a significant improvement, however, it is yet far below the world average.

It will take about 68 years for females to attain the current level of male labour force participation

How long will it take to reach the current level of male labour force participation in Pakistan? During a period from 2004-05 to 2014-15, the female labour force participation increased, on an average, by 0.677 points every year. If it continues growing at this rate, it will take about 68 years to attain the current level of male labour force participation in the country.

However, it is an encouraging sign that labour force participation rate of females in the age group 20-24 years increased from 18% in 2004-05 to about 26% in 2014-15 (see **Figure 1**). Almost similar is the situation for the age group LFP rate of females in age group 25-34 years has increased from 18% in 2004-05 to about 27% in 2014-15 (**Figure 2**).

It is source of great concern that even a large majority of highly qualified women are not available for work in the mainstream economy. They are restricted to domestic work at their homes for various cultural, social and economic reasons. Available statistics shows that only 25% of the master’s degree holder women work outside their homes¹⁷.

¹⁵ ILO [International Labour Office]. (2016). Women at Work: Trends 2016. Geneva: ILO. Retrieved from https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_457317.pdf.

¹⁶ Pakistan Economic Survey 2006-07 and Pakistan Economic Survey 2017-18

¹⁷ ADB (2016). Policy Brief on Female Labour Force Participation in Pakistan. Brief No, 70. Available at <https://www.adb.org/sites/default/files/publication/209661/female-labor-force-participation-pakistan.pdf>.

Various studies¹⁸ show that major reasons of low participation of women in the labour force include: 1) their families don't allow them to work; 2) they are unwilling to work. However, in many cases it is also possible that willingness to work is there but there are no or fewer job opportunities.

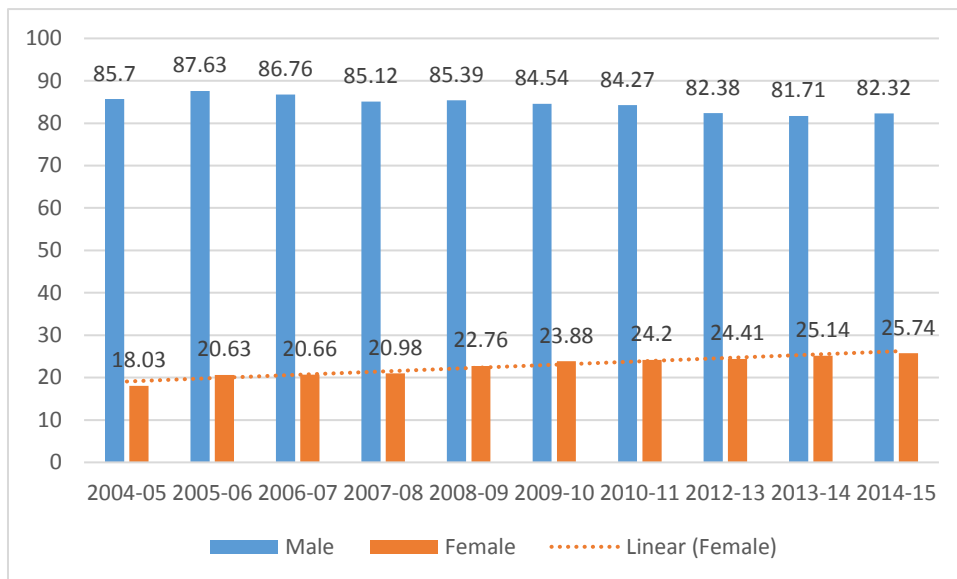


Figure 1 Labour Force Participation for age group 20-24

(Source: Pakistan Economic Survey 2017-18, Table 12.13)

¹⁸ ADB (2016). Policy Brief on Female Labor Force Participation in Pakistan. ADB Briefs No. 70. Retrieved from <https://www.adb.org/sites/default/files/publication/209661/female-labor-force-participation-pakistan.pdf>.

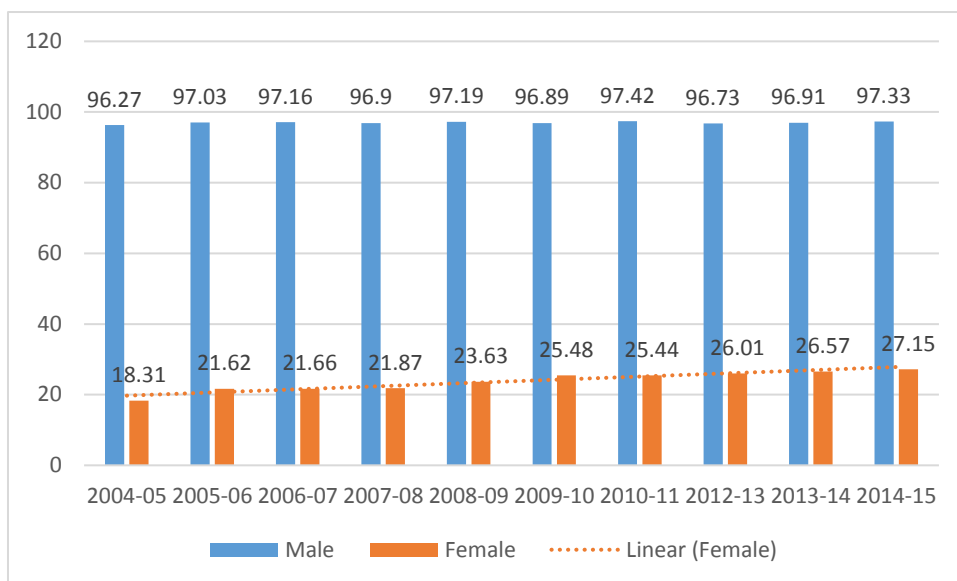


Figure 2 Labour Force Participation for age group 25-34

(Source: Pakistan Economic Survey 2017-18, Table 12.13)

Women in informal sector

Female labour force of Pakistan is mostly engaged in the informal sector. According to Labour Force Statistics 2014-15 almost 73% of the employed women are concentrated in the informal sector (p. vi). Statistics show that the share of informal sector in women's employment has risen in recent years. In 2010-11, it was 63%.

However, their share in the informal sector is relatively low. They account for just 11.15% of the total labour force engaged in the informal sector in Pakistan¹⁹. These employed women are mostly concentrated in the manufacturing sector.

Unemployment

Female unemployment in Pakistan (9%)²⁰ is much higher than the global unemployment rate among women (6.2%)²¹. Male-female unemployment gap in Pakistan is also higher than that in the world. In Pakistan, unemployment rate among women was 53% higher than that among men in 2014-15, as compared to that of just 13% in the world. The situation has become very challenging. For example, in 2014-15 female unemployment rate increased to 9% from 8.7% in the previous year, while during the corresponding period, male unemployment reduced from

¹⁹ Labour Force Statistics of Pakistan 2014-15, retrieved from <http://www.pbs.gov.pk/sites/default/files//Annual%20Report%20of%20LFS%202014-15.pdf>

²⁰ Labour force Survey 2014-15. Available at <http://www.pbs.gov.pk/sites/default/files//Annual%20Report%20of%20LFS%202014-15.pdf>.

²¹ ILO (2016)

6% to 5.9%. The state of female employment is worst in urban areas, where female unemployment is as high as 20.4%²².

An Overview of TVET System in Pakistan

The National Policy of TVET

The National Policy of TVET outlines five principles which will guide the initiatives of skill development in Pakistan²³:

- **Principle 1:** The commitment to the development of a national integrated TVET system, with clear national and provincial roles and responsibilities
- **Principle 2:** The expansion and development of TVET is not feasible without the greater involvement of the private sector, with employers encouraged to undertake more training directly themselves, and to be engaged in all aspects of publicly-funded skills development
- **Principle 3:** Sustainable funding and financing is a key driver of reform.
- **Principle 4:** Reform of publicly-funded provision will continue and be accelerated, with an emphasis on evidence-based decision-making, performance monitoring and accountability.
- **Principle 5:** More collaborative and cooperative working relationships, based on mutual trust, will be encouraged between national and provincial TVET entities and amongst education and training providers.

There is a need for inclusion of a principal for gender-TVET equality.

Key initiatives of the government

Some of the key women-specific initiatives taken at national and provincial level within the TVET sector are briefly stated below:

- National Vocational and Technical Training Commission (NAVTTTC) has been created to look after matters related to TVET at national level
- Under the Prime Minister's Youth Loan Schemes, share of women is set at 50 percent²⁴.

²² Labour force Survey 2014-15. Available at <http://www.pbs.gov.pk/sites/default/files//Annual%20Report%20of%20LFS%202014-15.pdf>.

²³ GoP (2018), p. 21

²⁴ Pakistan Economic Survey 2017-18, p. 184

- Waseela-e-Rozgar (Technical & Vocational Training) programme has been launched under BISP, which has set a target of imparting vocational training to 150,000 women and each beneficiary to get a monthly stipend of Rs 6,000 during the training period²⁵.
- The Ministry of Zakat & Ushr (MOZU) Islamabad awards scholarships to deserving students of TVET²⁶.
- NVQF: National Vocational Qualification Framework (NVQF) is an initiative which is meant to standardize vocational qualifications. KI-1 of Punjab highlighted that “NVQF is to bring all vocational institutes under the same umbrella”.
- The federal government has fixed 10% quota for women in employment²⁷.
- The TVET Sector Strategic Programme (SSP) being implemented by the GIZ. The SSP has supported NAVTTC in many areas. A most notable initiative is the establishment of National Skills Information System (NSIS)²⁸.
- All provincial governments have set up provincial authorities (Technical Education & Vocational Training Authorities, TEVTAs) to promote technical and vocational education.
- Besides, there are many other initiatives taken by the provincial governments, such as Punjab Vocational Training Council (PVTTC), Punjab Information Technology Board (PITB) etc.

Steps taken by the provincial governments for the promotion of TVET are presented in the respective parts of this report, dedicated to provinces.

Gender-TVET Gap

Gender-TVET gap exists in the number of training institutes, enrolment and number of instructors. Although, the number of TVET institutes for women have increased from just 236 in 2000-01 to 1370 in 2017-18. However, they are not even half of those for male. Female enrolment has also improved considerably from just 14,000 to 121,000 during the corresponding period. However, it is just over one third of that of male beneficiaries. Even a more vivid disparity is observed in the number of instructors. Instructors in the male institutes are 467% of that present in the female institutes (Table 1). Hence, women have unequal access to vocational training opportunities.

Table 1 TVET Institutes, instructors and enrolment

Year	TVET Institutes		Enrolment ('000)		Instructors	
	Male	Female	Male	Female	Male	Female
2000-01	630	236	83	14	9441	1959
2001-02	607	239	83	15	7192	1863

²⁵ Pakistan Economic Survey 2017-18, p. 184

²⁶ <http://www.stevta.gos.pk/downloads/DOWN/DOWN59.pdf>

²⁷ Pakistan Economic Survey 2017-18, p. 183

²⁸ <http://www.skillingpakistan.org>

2002-03	585	230	94	19	7273	1623
2003-04	624	228	105	14	7042	1325
2004-05	747	328	114	21	7356	1450
2005-06	3059	1475	239	90	14565	4658
2006-07	3090	1491	251	94	14622	4676
2007-08	3125	1507	256	96	14914	4770
2008-09	3159	1523	265	99	15264	5061
2009-10	3192	2182	273	102	15338	4905
2010-11	3224	2206	281	106	15591	4993
2011-12	3257	2229	290	109	15847	5079
2012-13	3290	2253	302	113	16109	5168
2013-14	3323	2276	309	117	16377	5259
2014-15	3579	1819	320	112	19393	5353
2015-16	3746	1514	315	112	18157	4384
2016-17	3798	1536	345	120	18207	4304
2017-18	3797	1370	358	121	18885	4043

Source: Pakistan Economic Survey 2017-18

Objectives of the study

The basic objectives of this study were to: 1) conduct organizational assessment of TVET institutions; 2) analyse the current situation of women's participation in TVET and labour market; 3) identify strengths and weaknesses of the existing system; 4) find out and document best practices; 5) and workout a set of recommendations to improve the access, quality, relevance and effectiveness of these institutions for improved women's participation and employability.

Approach and methodology

An extensive exercise of literature review was carried out, which was followed by a series of focused group discussions (FGDs) and key informant interviews (KIIs) conducted in KP,

Sindh, Punjab and Balochistan. Details of the FGDs and KIIs are presented in relevant parts of the report.

Besides, the following databases of NAVTTC²⁹ were used:

- Dataset 1. Skills Gap Analysis: Punjab 2018
- Dataset 2. Skills Gap Analysis: Sindh 2018
- Dataset 3. Skills Gap Analysis: Khyber Pakhtunkhwa 2018
- Dataset 4. Skills Gap Analysis: Balochistan 2018
- Dataset 5. Tracer Study of PMYSDP, 2018
- Dataset 6. Skills Trends Analysis 2016-17: National and International

This report is comprised of five parts, which are titled as follows:

- Part 1: Introduction
- Part 2: Punjab
- Part 3: Sindh
- Part 4: Khyber Pakhtunkhwa
- Part 5: Balochistan

Summary of the findings

Punjab

In total 10 FGDs and three KIIs were conducted in Punjab. Participants of the exercises were from Lahore and represented all major categories of stakeholders including students, Technical Education and Vocational Training Authority (TEVTA) and Punjab Vocational Training Council (PVTC) management staff, principals, instructors and job placement officers of vocational institutes and office bearers of the women chamber. Major findings of the study are reported below:

Women participation in TVET has considerably improved in the province Punjab. Major training providers in the province are PVTC, TEVTA, Punjab Skills Development Fund (PSDF), Benazir Income Support Programme (BISP) and Punjab Information Technology Board (PITB). Female enrolment has been reported in 35 trades.

Increase in the participation of women in TVET is attributed to many factors which include:

²⁹ NAVTTC, the National Skills Information System (NSIS)

- multiple programmes are running in the province to promote women participation in TVET through introducing different trades, introduction of CBT courses and technology, offering stipend to students etc.
- the network of vocational training providers has expanded
- dedicated development and non-development budget for TVET system is available
- more innovative models are being introduced such as e-Rozgar, Skilled Labour Market Information System (SLIMS)³⁰ etc.
- PVTC is managing institutes on the model of public private partnership (PPP) through district level boards. The boards are led by the private sector individuals.
- a number of projects for strengthening of the women vocational centre have been initiated
- M&E system is in the process of development

However, a large number of women sitting at homes, as evident through the statistics of female labour force participation, are yet to be approached. Many of them would be interested to participate in the vocational trainings, if barriers to participation are removed. The prime barrier is access to information about admission. It is indeed a challenge how to reach them. Threats of harassment on the way to and from the vocational centres etc. is also a major barrier, which compounds the effect of economic, social and cultural barriers.

Besides, it is also important to highlight that although more women are succeeding in breaking the barriers, and more trades are opening up to women. However, over 80% of the female enrolment is yet concentrated in only five trades which include beautician, domestic tailoring, MS office, professional cook and fashion designing.

Quality is a major area of concern. On the front of quality of education, although there are many positive developments which have been reportedly taken place such as introduction of CBT courses and a provision of on-job-training (OJT) for a duration of two months. However, there are some areas which need intervention:

- there is a need for improvement in the relevance and quality of training
- female instructors are available in only limited trades. That is why female enrolment is mostly concentrated in few trades, which are already over-saturated. Over supply of semi-skilled labour in such areas is not only making it difficult for the institutes to achieve their targets but is also suppressing wage rates and paving way of the exploitation of female workers
- instructors need to gain exposure to the industry
- alignment of training with industrial practice is weak

The vocational institutes do have many practices which can be counted as best practices. Most notable practices are: admission campaigns in schools and colleges, parent-teacher meetings, theme-based seminars, Cooperative Vocational Training (CVT) Programme, linkages with community and industry, preparing students for jobs interviews etc. Widespread adoption of such practices would be helpful in further promoting TVET system.

³⁰ <https://tevta-slmis.gop.pk/>

On the employment side, women are at clear disadvantage. Jobs available for women are inadequate to match with the requirements. Women suffer from high degree of discrimination in many ways. They are offered very low wages and are exposed to high risks of harassment. Gender wage gap is very high in the province. In the category of craft and related workers it is as high as 62%.

Economic returns to current investment in vocational training can be rated as low to moderate. However, social returns are rated high. Economic returns are low because a large number of female graduates are unable to get jobs. Job market for women is having more barriers for women. Employment opportunities for women are highly inadequate. In Punjab, presence of industry is concentrated in few districts including Lahore, Faisalabad, Gujranwala, Sialkot, Gujrat and Sheikhupura, hence job opportunities are also concentrated in few pockets. Women entrepreneurship is an area which can yield big dividends. However, social returns of TVET are high because vocational trainings are opening opportunities for women mobility.

Sindh

In total 12 FGDs and 3 KIs were conducted in Sindh (in Karachi and Hyderabad). Participants of the study represented all major categories of stakeholders including students, Sindh-TEVTA (S-TEVTA) management staff, principals, instructors and job placement officers of vocational institutes and office bearers of women chamber. Major findings of the study are reported below:

Women participation in vocational education has improved in recent years. However, there is need to strengthen efforts for improving enrolment in non-conventional trades and in small cities. Every geographical area has its own socio-economic and cultural dynamics which affect effectiveness of each communication channel, hence, admission campaigns need to be adjusted according to the local dynamics. Use of informal social networks and social media can prove to be effective.

The TVET system of the province has many strengths which are contributing towards enhancing women participation in TVET and in promoting women's employability. Major strengths are: 1) strong commitment of the government, reflected in the form of programmes and resources committed; 2) a high powered board of the TEVTA, with representation of parliamentarians; 3) a large network of vocational institutes dedicated for women; 4) Institute Management Committees (IMCs) which have been constituted to provide leader to and integrate vocational institutes with industry; 5) availability of stipends for students; 6) increasing role of well reputed institutes (such as MITI and Isra University) in vocational training; 7) increasing role of women chamber in the promotion of women entrepreneurship; 8) growing number of women businesspersons/entrepreneurs; 9) increasing support of the private sector in offering internship opportunities; and 10) increasing number of job openings for women.

The vocational institutes do have many practices which can be counted as best practices. Most notable practices are: introduction of CVT programmes, formation of IMCs (to promote linkages with industry), use of social media platforms for admission announcements, holding admission camps in the targeted communities, organization of community engagement

events, offering summer courses, induction of visiting faculty, availability of day care facilities, organization of skill competitions, preparing students for job interviews, establishment of display centres and formation of entrepreneurial societies. Widespread adoption of such practices would be helpful in further promoting TVET system.

The TVET system does have some weaknesses too. Major weaknesses are: 1) weak integration of all vocational training programmes, resulting in counterproductive competition; 2) undesired consequences of incentives; 3) non-satisfactory interest of a large number of students in learning; 4) lack of alignment of training with industrial practice; 4) lack of exposure of the instructors to the contemporary industrial practices; and 5) lack of enforcement of the minimum wage rates. Gender wage gap is high in the province, though less than that in all other provinces. In the category of craft and related workers it is 41%.

Returns to investment in vocational training can be categorized as low to medium, as most of the vocational graduate struggle to get jobs. Employment opportunities for women are highly inadequate. Industrial base is strong in only three cities (Karachi, Hyderabad and Ghotki) but is weak in other cities. Promotion of women entrepreneurship can offer lot of opportunities. There are many enabling factors present in Karachi for women entrepreneurship. Linkages with organizations such as Bharosa Trust, women Chamber and incubation centres can be very helpful.

Khyber Pakhtunkhwa

In total 8 FGDs and 3 KIIs were conducted in KP (Mardan, Nowshera and Peshawar). Participants of exercises represented major categories of stakeholders including Khyber Pakhtunkhwa TVETA (K-TEVTA), students, instructors and principals. However, no employer could be interviewed, as none of them was available. Major findings of the study are reported below:

The TVET system possesses many strengths which are contributing towards enhancing women participation in TVET and in promoting women's employability. Major strengths include:

- a balanced composition of the TEVTA board
- dedicated development and non-development budget for TVET system
- around 18% of the members of the TEVTA board are women
- a comprehensive web-based database is in the process of development
- projects for strengthening of the women vocational centre have been initiated
- multiple programmes are running to promote women participation in TVET through introducing different trades, introduction of CBT courses and technology, offering stipend to students etc.
- introduction of PPP model in running women vocational centres

At present, women participation in TVET is low. It is because of many reasons:

- First, the province has highly inadequate number of institutes dedicated for women.
- Second, there is weak demand for TVET in the province which is evident from the fact that 242 vocational institutes are lying dysfunctional in the province.
- Third, lack of transport facility is a major barrier for women participation in TVET.
- Fourth, cultural barriers offer a big impediment to women's participation in TVET.
- Fifth, threats of harassment on the way to and from the vocational centres are also a big barrier.

On the front of quality of education, there are many areas for improvement. First, there is a need for improvement in the relevance and quality of training. Although, issue related to inadequacy of instructors in the vocational institutes didn't figure out in the FGDs and KIIs. However, female instructors are available in only limited trades. That is why female enrolment is mostly concentrated in tailoring and beautician trades. Third, most of the instructor's lack exposure to the industry.

Key areas for improvement are diversification of trades for women, alignment of training with industrial practice, exposure of instructors to the use of tools and techniques which are in practice in the industry.

The vocational institutes do have many practices which can be counted as best practices. These practices include: door to door admission campaigns launched by some vocational training centres; linkage of the vocational institutes with the community-based organizations (CBOs), operations of mobile training centres, project-based trainings and PPP model of vocational training. Widespread adoption of such practices would be helpful in further strengthening TVET system.

On the employment side, women are at clear disadvantage. Jobs available for women are highly inadequate. Women suffer from high degree of discrimination. They are offered very low wages. Gender wage gap is very high in the province - much higher than Punjab and Sindh. In the category of craft and related workers it is 74%.

Economic returns to current investment in vocational training can be rated as low. However, social returns are rated high. Economic returns are low because a large number of graduates could not get jobs. Job market for women is having strong barriers for women. Employment opportunities for women are highly inadequate. In KP, presence of industry is thin and is concentrated in areas away from main populations. Women entrepreneurship is an area which can yield big dividends. Social returns are high because vocational trainings are opening opportunities for women mobility.

Balochistan

In total 4 FGDs and 5 KIIs were conducted in Balochistan. Participants of the exercises were from Quetta and represented all major categories of stakeholders including TEVTA, students, instructors, principals and employers. The TVET system has many strengths which are contributing towards enhancing women participation in TVET and in promoting women's employability. Major strengths include:

- organizational structure of B-TEVTA is evolving
- increasing budget for TVET
- Gender Equality Policy of the province is in place which was approved by the Government of Balochistan in 2013
- strengthening of the women vocational centre is in progress
- multiple programmes are running to promote women participation in TVET through introducing different trades, introduction of Competency Based Training (CBT) courses and technology, offering stipend to students etc.
- Growing number of women chambers in the province number of women businesspersons/entrepreneurs
- Increasing support of the private sector in offering internship opportunities
- Increasing number of job openings for women

The vocational institutes do have many practices which can be counted as best practices. Some vocational institutes helping students in launching small businesses. This is one of such best practices. Widespread adoption of such practices would be helpful in further promoting TVET system.

Outcome of the initiatives is that more women/girls are joining TVET. Major attraction for students is stipend and related incentives such as professional toolkit.

The TVET system does have some weaknesses. First, the existing network of TVET in the province is quite inadequate. Second, there is a need for improvement in the relevance and quality of training. Key areas for improvement are diversification of trades for women, alignment of training with industrial practice, exposure of instructors to the tools and techniques which are in use in the industry. Third, cultural barriers offer a big impediment to women's participation in TVET. However, it is a sign of good omen that cultural change, though slowly, is taking place.

Returns to investment in vocational training is low. Job market for women is having more barriers for women. Employment opportunities for women are highly inadequate. In Balochistan, presence of industry is thin, which is mainly concentrated in Lasbela. However, it is encouraging to note that the momentum of efforts (at government, society, institute and business level) is succeeding in opening job opportunities, although at limited scale, in banks, insurance companies, shopping malls, hotels and restaurants. It is also encouraging that the number of women entrepreneurs is growing. A big untapped land is present in the domain of entrepreneurship.

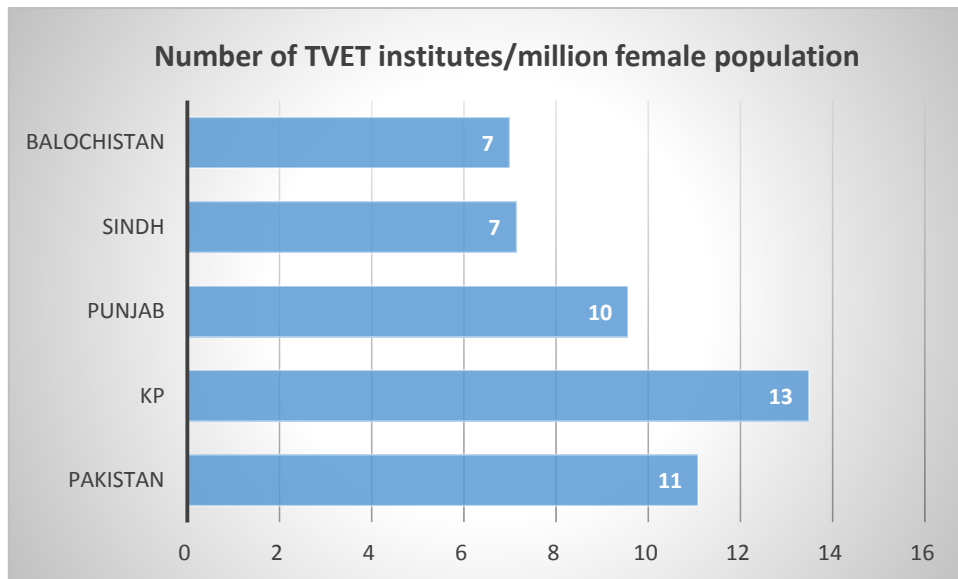


Figure 3 Number of TVET institutes/million female population

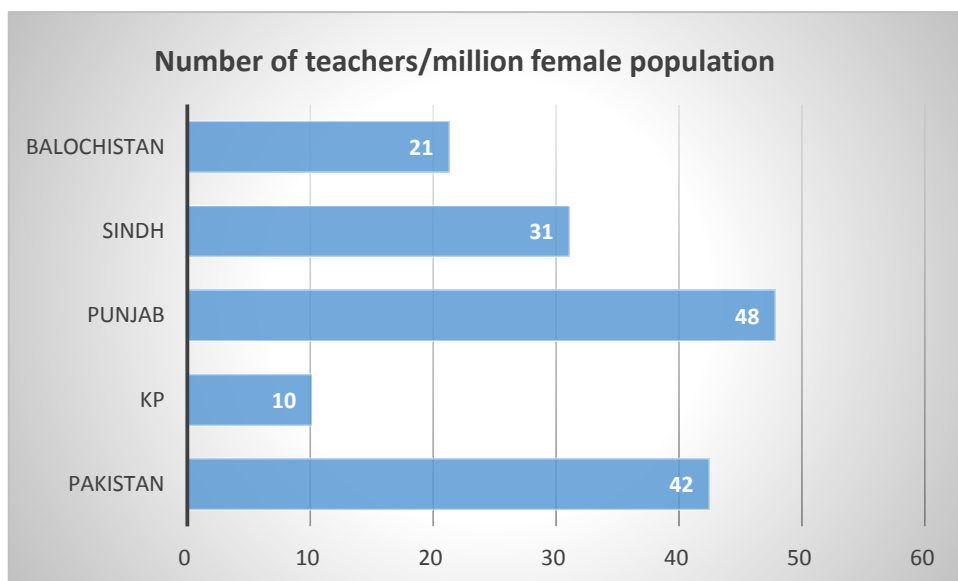


Figure 4 Number of TVET teachers/million female population

Overall recommendations

Major recommendations for increasing women participation in vocational education are: using multiple media (social media, admission camps) in admission campaigns, introducing trades compatible with local economy and markets and focusing more on rural women and domestic workers as the major target beneficiaries.

Quality of training can be improved through taking measures such as improving quality of instruction by relying more on practicing professional as instructors, arranging exposure visits to industry, giving field based project assignments to students, reviewing the incentive packages to increase seriousness of students in training and encouraging instructors who are running their own small businesses to become members of the women chambers, so that they can integrate themselves and the institutes with large business community. Besides, unhealthy competition among public sector vocational training providers should be transformed into healthy competitions through collaborations and shifting focus from quantitative targets to quality improvement. Restructuring of the institutes is also need of the day. Three major recommendations for restructuring are: 1) lean structures are recommended with bare minimum permanent faculty; 2) increasing use of technology; and 3) shifting focus of the institutes from producing more skilled workers to producing more skilled employers. Several non-governmental organizations (NGOs) are running vocational training programmes for women in the country. Many NGOs have many advantages such as greater outreach and better access to and capacity of implementing innovative training models, while the vocational institutes have the advantages of infrastructure and technical expertise. Both parties can take benefit of each other's competencies through collaboration.

It appears that the current TVET system is not producing the desired level of economic dividends for women primarily because demand side is yet to be developed. It can be developed through working on two missing dots in the system i.e. access to financial resources and markets. Adoption of practices such as cooperative marketing, business incubation and venture capitals can prove to be helpful.

Although employers are also beneficiaries of the vocational programmes, but they do not contribute anything towards cost of vocational training. Hence, ownership of the programme is lacking. It is suggested that the provincial governments may consider creation of vocational training funds. All employers may be asked to contribute certain amount of resources to the fund - in cash or in kind. It is very likely that many of them would be ready to contribute in the form of deputing their technical resources to facilitate training courses at the vocational institutes.

Since infrastructure of most of the vocational and technical institutes is under-utilized, hence, it is suggested that the multinational corporations (MNCs) and big manufacturing plants may be allowed to use the infrastructure of the vocational institutes as their labs and training facilities. It is expected that many companies would be ready to donate machinery and equipment to the centres. China Pakistan Economic Corridor (CPEC) initiative is going to open a window of opportunity. Chinese firms may be facilitated to adopt these centres.

Women employability can be enhanced through preparing them for job interviews, strengthening linkages with industry, holding skill competitions and improving job placement monitoring system and strict enforcement of minimum wage rates by the government. Besides, awareness about anti-harassment laws should also be created among students. A list of major laws has been prepared and is presented at Annex-I. Women entrepreneurship can be promoted through adding a course on entrepreneurship, encouraging aspiring women entrepreneurs to become members of women chambers, facilitating collaborations between vocational graduates with business graduates, promoting students' linkages with Small and Medium Enterprises Development Authority (SMEDA), First Women Bank, and other financial institutions.

Organizational Assessment of Women TVET Institutes in Pakistan

Part 2



Punjab

Labour market of the province

Population and labour force participation

Population of the province Punjab is 110 million and is growing at the rate of 2.13% per annum³¹. Administratively, the province is divided into 9 divisions and 36 districts.

Female labour force participation is less than 1/5th of that of male in urban areas (**Figure 5**). It implies that a big bulk of female human resource is yet to be mobilized for engagement in economic activities. If we assume that female population in working age is equivalent to that of male population in the urban areas, then it appears that at least 7 million females living in urban Punjab can be economically empowered by providing them vocational training.

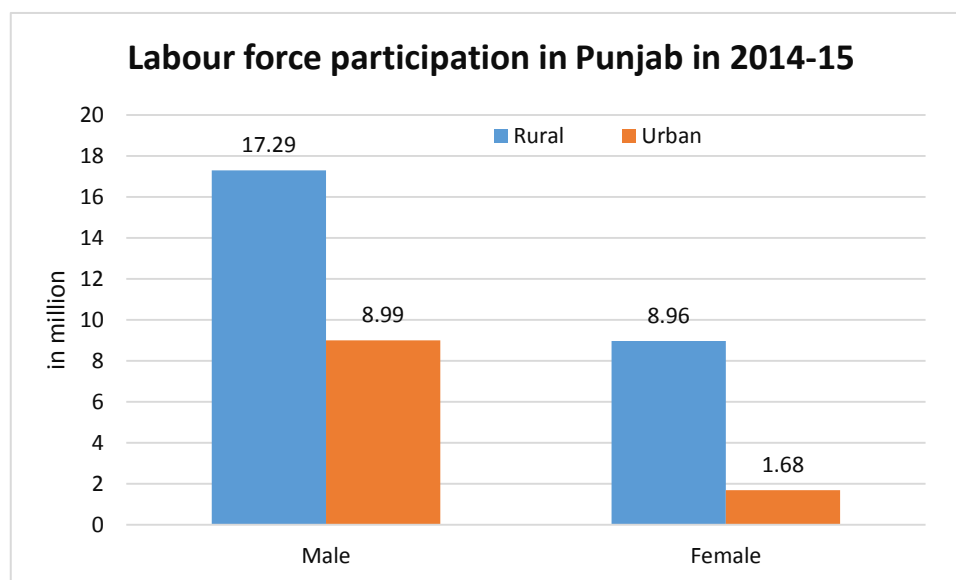


Figure 5 Gender-wise labour force participation in Punjab

Unemployment

In total, around 0.83 million people were unemployed in 2014-15 in Punjab (

Figure 6): 65% in rural areas and remaining 35% in urban areas. In other words, 0.83 million people are expected to be readily available for vocational training.

³¹ Pakistan Economic Survey 2017-18, p. 180

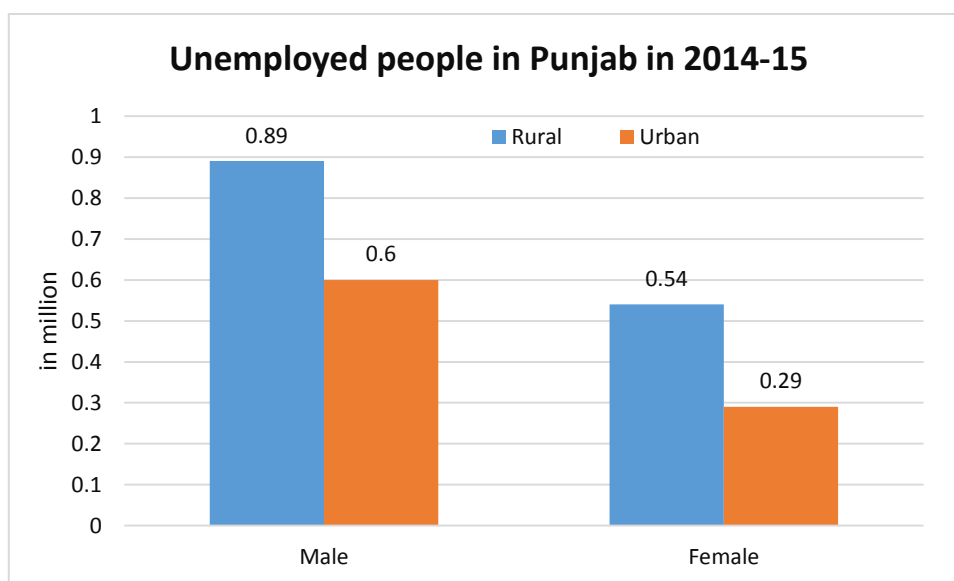


Figure 6 Gender-wise unemployment in Punjab

Industries in the province

Punjab Development Statistics 2017 shows that almost 80% of the factories and employment are concentrated in Faisalabad, Gujranwala and Lahore Divisions, whereas remaining six divisions have thin presence of factories and employment (Table 2).

Table 2 Number of factories in Punjab

	Factories	%share	Employment	%share
Faisalabad	2684	19.48	223460	22.02
Gujranwala	3927	28.51	164337	16.19
Lahore	4250	30.85	462084	45.53
Multan	969	7.03	61005	6.01
Rawalpindi	616	4.47	46213	4.55
Sahiwal	535	3.88	22555	2.22
Sargodha	794	5.76	35141	3.46

Bahawalpur	811	5.89	36539	3.60
DG Khan	454	3.30	45161	4.45
Total	13775	100	1014795	100

Source: Punjab Development Statistics 2017, Retrieved from <http://bos.gov.pk/system/files/PDS%202017.pdf>

Job opportunities

Almost similar pattern is observed in the number of job vacancies published in the newspapers. Analysis of the data of the jobs (where women can apply) appeared in the newspapers in Punjab shows most of the opportunities are concentrated in Lahore, followed by Faisalabad and Sahiwal. The data is being maintained by NAVTTC, under the initiative of Skilling Pakistan³².

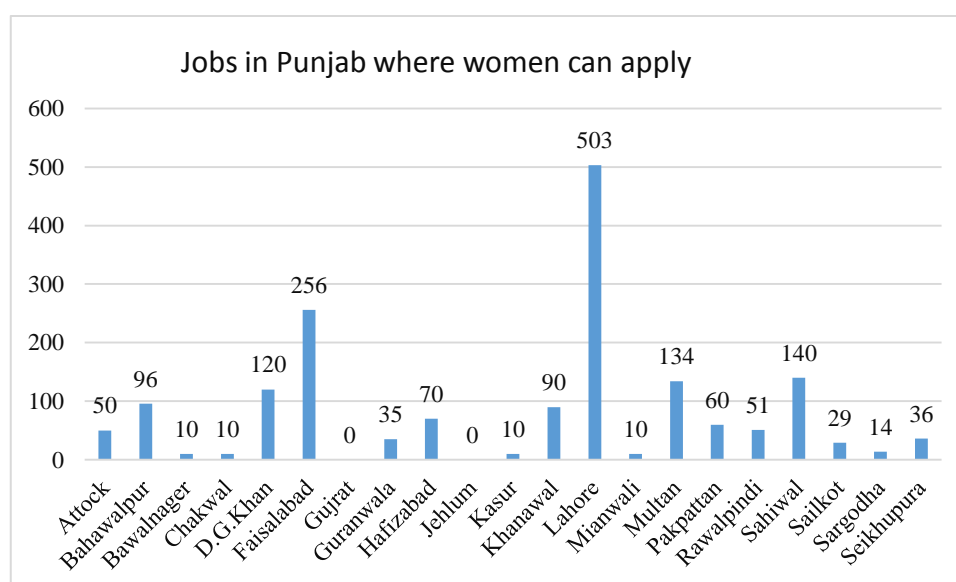


Figure 7 Jobs advertised in Punjab where females can apply

(Data Source: Data of skill trends 2016-17, [Skilling Pakistan](#)³³)

³² <http://www.skillingpakistan.org/>

³³ The data is collected from all newspapers and job websites including <https://www.rozee.pk/>.

Methodology of the study

In total 10 FGDs and 3 KIIs were conducted. Participants of all exercises were from Lahore and represented all major categories of stakeholders including students, TEVTA and PVTC management staff, principals, instructors, job placement officers and employers (see Figure 8). Details are presented in Annex 2.

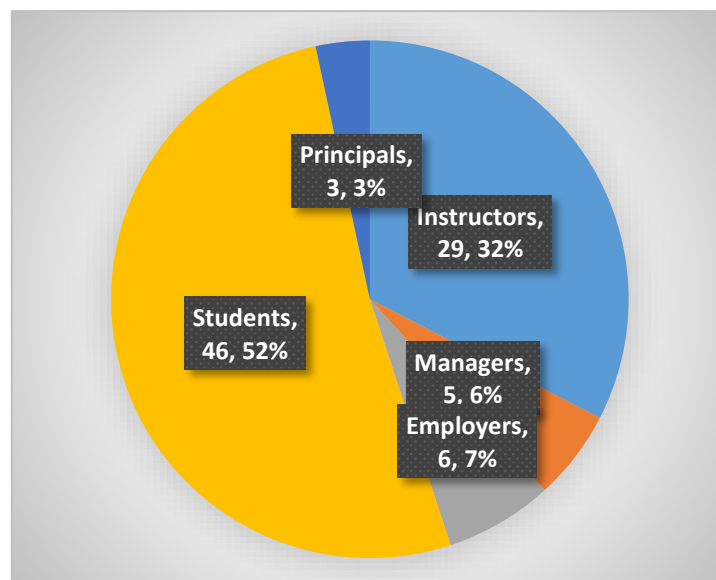


Figure 8 Stakeholder-wise distribution of participants of the FGDs

Since all respondents of the current study were based in Lahore, hence, these findings can't be generalized to the entire province.

The current situation of women's participation in TVET and labour market

Institutes

In 2017-18, there were 1672 registered technical and vocational institutes in Punjab, out of which 970 were in the public sector and remaining 702 in the private sector. A total of 517 institutes (381 vocational and 136 technical) were meant for females (Figure 9). In other words, relatively less training opportunities are available for females. The province has about 10 institutes/centres for every one million females against national average of 11 institutes. It is also pertinent to point out that 72% of all female TVET institutes which have got accreditation

(13 out of 18) are located in Punjab - situated in six cities of the province, including Lahore, Faisalabad, Multan, Bahawalpur, DG Khan and Attock³⁴.

As far as the share of females in total enrolment is concerned, in 2017-18, it was 24% in technical and 35% in the vocational institutes (Figure 10).

Many NGOs are also running vocational training programmes in the province. However, number of the beneficiaries of such programmes is not known.

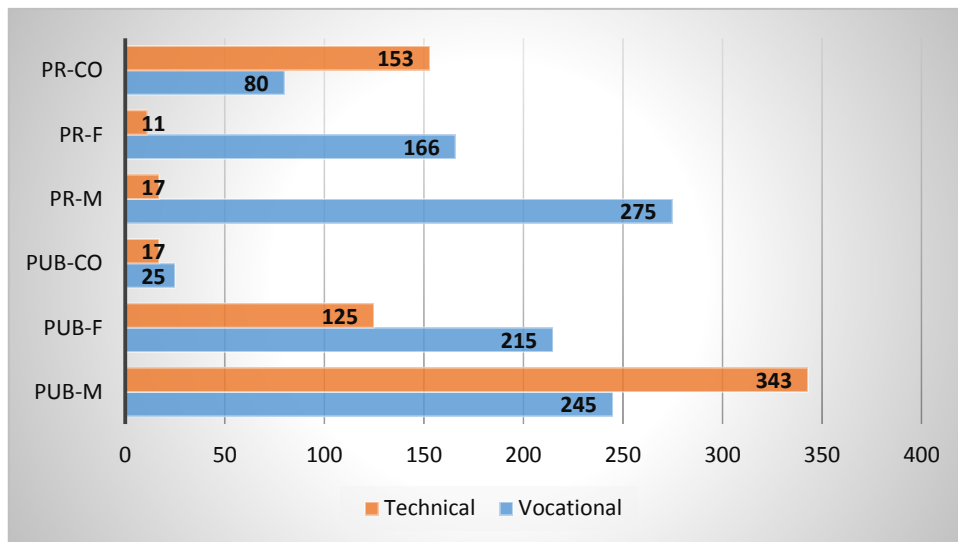


Figure 9 Technical and vocational institutes in Punjab

(PUB = Public, PR = Private, CO = co-education, F= female, M = male)

(Source of data: NSIS³⁵)

³⁴ http://navttc.org/?page_id=971

³⁵ Available at <http://www.skillingpakistan.org/analysis/country-wide>

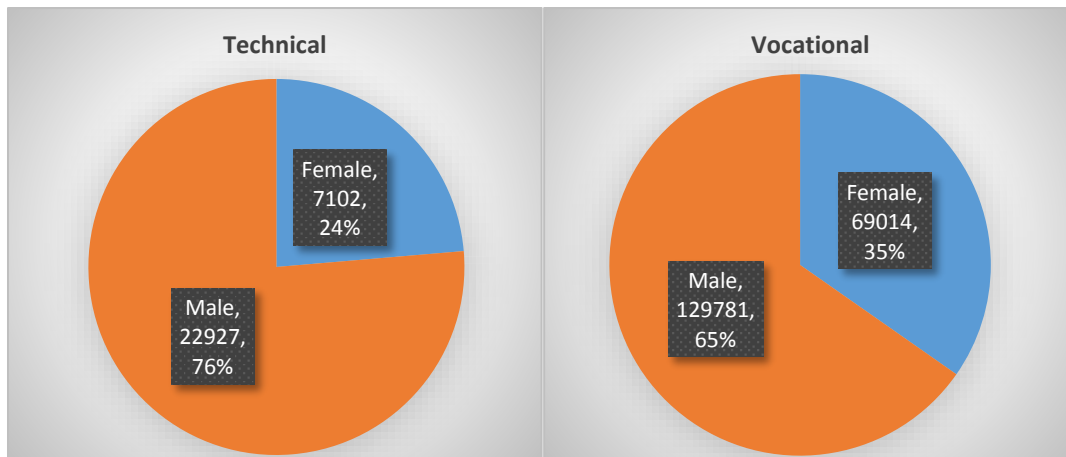


Figure 10 Gender-wise enrolment in technical and vocational institute

(Source of data: NSIS³⁶)

The institutes are being run by TEVTA, PVTC, PSDF and other organizations, as briefly described below:

- Punjab Vocational Training Council (PVTC):** PVTC has a network of 294 vocational training institutes (VTIs) where training is imparted in 81 trades. About 89,000 students are enrolled annually. The reported employability ratio is 74%³⁷. PVTC was established in 1998 on public private partnership (PPP) basis. Poor segments of the society comprise its target group. Source of funding is *zakat* fund. Its major collaborators are GIZ, PSDF, United Nations International Children's Emergency Fund (UNICEF), Japan International Cooperation Agency (JICA), British council. PVTC enrolls about 90,000 people annually in the province³⁸. Women account for more than 50% of the enrolment. So far it has imparted training to 686,720 persons. A 2-month OJT is essential component of every six-month training. Their graduates are working in government offices, banks, telecommunication industry, auto industry, electrical industry, hospitality, food and beverage industry, hospitals, pharmaceutical companies and textile industry³⁹.
- TEVTA Institutes:** The Technical Education & Vocational Training Authority (TEVTA) was established in 1999. According to GM (TEVTA) "TEVTA Punjab is running 401 institutes out of which 215 are for females". List of the institutes is available on the TEVTA website, which shows that 66 women vocational institutes are located in North Punjab, 55 in

³⁶ Available at <http://www.skillingpakistan.org/analysis/country-wide>

³⁷ <http://www.pvtc.gop.pk/>

³⁸ <http://www.pvtc.gop.pk/>

³⁹ <http://www.pvtc.gop.pk/Employers.aspx>

Central Punjab and 56 in South Punjab. Besides, eight institutes are having co-education - three each in Central and South Punjab while two in North Punjab (see **Figure 11**)⁴⁰.

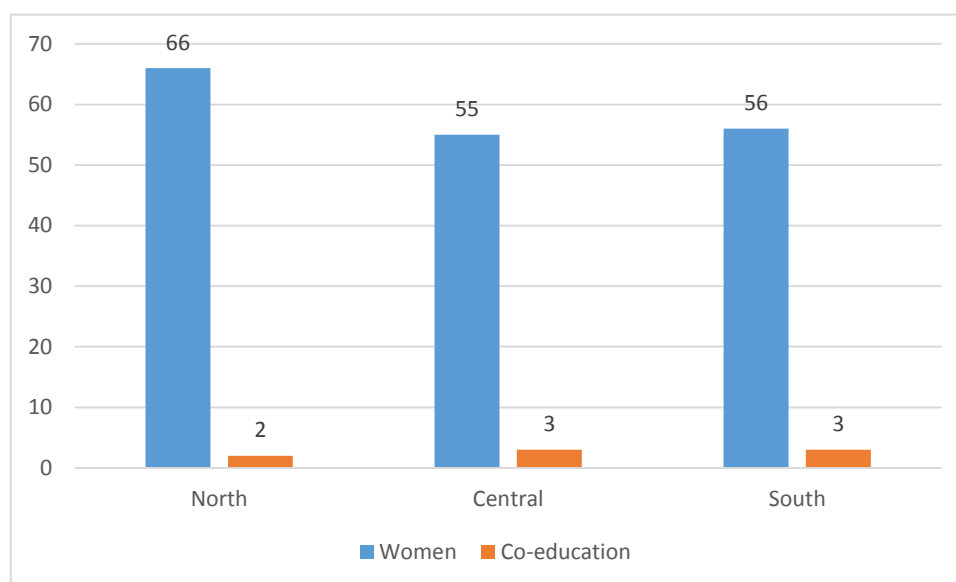


Figure 11 Number of TEVTA institutes for women

- **Punjab Skill Development Fund (PSDF)**: The PSDF was established as a public sector company in 2010 by the Punjab Government. It delivers training in 250 trades. It is running its operations in all 36 districts. The PSDF has trained 300,000 individuals including 110,000 females⁴¹.

Other related initiatives being run in the province are:

- **Waseela-e-Rozgar (WeR)**: It is being run by Benazir Income Support Programme (BISP). The WeR provides vocational training to poor women or their nominees falling in the age group of 18-45 years. It offers 52 courses through 61 public and private institutes in Punjab. Each participant receives a stipend of Rs. 6,000/month, subject to a minimum attendance of 80%. In the year 2012-13 a total of 5376 females received training in Punjab.
- **e-Rozgaar**: The e-Rozgaar programme is being run by the Punjab Information Technology Board (PITB). It is having a network of 27 centres spread in 21 districts. A total of 5,520 persons have completed training as of 31st January 2019. They have started earning

⁴⁰ <http://www.tevta.gop.pk/institutes.php>

⁴¹ <https://www.psdf.org.pk/about-us/our-company/>

online. They have earned Rs. 71 million so far⁴². In other words, each person has earned on an average Rs. 12,862. However, gender-wise break up of their figures is not available.

Number of instructors

According to the NSIS, a total of 2586 female teachers are serving the TVET system in Punjab - 2297 in the vocational institutes and remaining 289 in the technical institutes⁴³. The province has one specialized training centre for the training of female vocational teachers. The Punjab Development Statistics 2017 shows that 20 instructors are working in the Vocational Teacher's Training Institute for Women (VTTIW)⁴⁴. The province has 48 female TVET teachers available for everyone million females. The ratio is highest among all provinces.

Programmes

The analysis of the enrolment data contained in the National Skilling Information System (NSIS) database shows that women got enrolled in 35 trades in the province. However, more than 80% of the female student's enrolment was concentrated in only five trades, namely, beautician, domestic tailoring, MS office, professional cook and fashion designing (Figure 12).

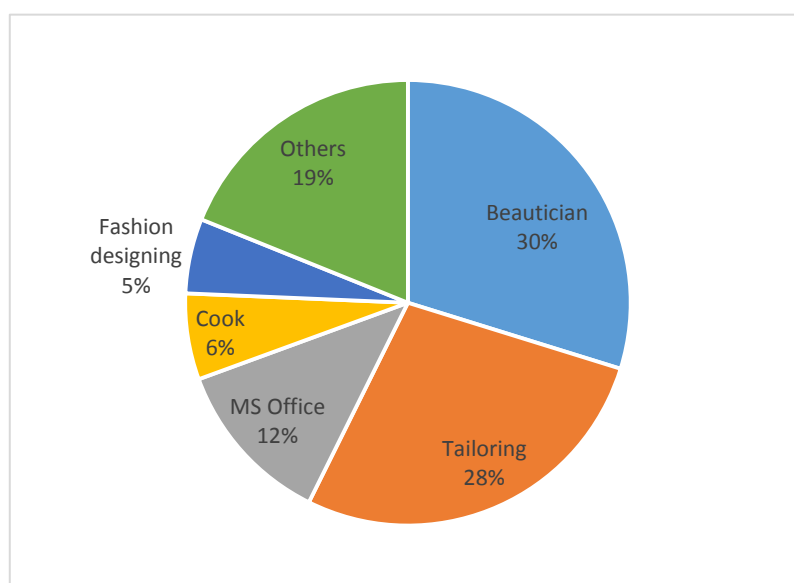


Figure 12 Trade-wise distribution of female enrolment

⁴² <https://www.erozgaar.pitb.gov.pk/#erb12>

⁴³ Available at <http://www.skillingpakistan.org/analysis/country-wide>

⁴⁴ <http://bos.gop.pk/system/files/PDS%202017.pdf>, p. 147

Source of admission information

How did students get information about admission in the vocational training programme? Responses of 54 students summarized in Figure 13 show that major sources of information about admission in Punjab are relatives and family members, followed by friends and teachers.

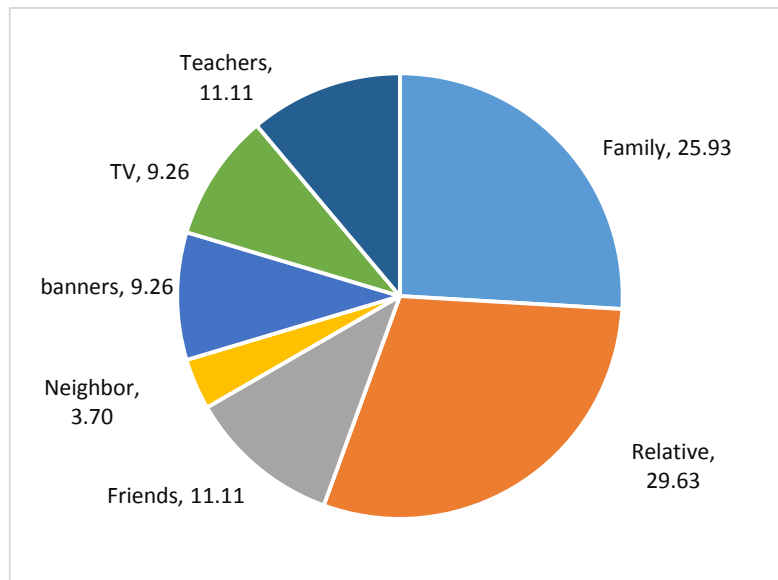


Figure 13 Sources of information for admission

Dropout rate

Dropout rate among students is very low. Reported rate of drop out ranges from 3% to 10%. Major reasons of the drop out are: 1) the student gets married; 2) she finds no interest in the trade she got enrolled; 3) she gets admission in any college/university; 4) she gets a job; 5) she feels some threats of harassment and feels insecure; 6) her family shifts to some other location/city; and 7) her family forces her to quit training for economic or social factors.

Complaint system

All institutes were reportedly having formal and informal complaint mechanisms. The Principal, Government College of Technology (GTC), Lytton Road said, "we encourage students to openly share their concerns and problems". She reported an incident, showing how the college responds to critical situations. She said, "a student of our college informed me that a woman chased her from metro station to the college. I contacted metro authorities. They traced the woman with the help of CCTV camera and police arrested her. She was found to be a drug dealer".

The PVTC is also reportedly having a well-defined mechanism of lodging complaints. A senior official of the PVTC informed that “almost 80% of the harassment complaints received in PVTC HQ were from South Punjab”. She explained, “it is because women in South Punjab are more aware of the sensitivity of the issue and their rights”.

Organization Culture

Organizational culture is mostly very supportive for instructors and students. For example, the Principal GTC, Lytton Road informed as follows: “a girl topped in annual examinations, for consecutively two years. When she was in her final year, her parents asked her to quit education. She was disturbed. She talked to her teachers. We talked with her parents and tried to motivate them so that they let her continue education. Finally, we succeeded. Now she is studying in the Government College University.”

However, in some cases a rift between regular and contractual staff was reportedly affecting working environment and quality of education. Such rifts can be transformed into healthy competition.

Strengths and weaknesses of the existing TVET system

Strengths of the TVET system

The TEVT system of the province possesses many strengths, which have been grouped into four categories: 1) policy making; 2) TVET management; 3) employment; and 4) entrepreneurship.

Increasing role of women in policy making

Women are now more empowered in the province than they were in the past to participate in the policy making process. Key measures taken in this context are as follows:

- **Participation in legislation making:** The Punjab Assembly has 66 reserved seats for women, as per Article 106 of the Constitution of Pakistan.
- **Role of TVET policy making:** The Punjab Fair Representation of Women Act 2014⁴⁵ requires TEVTA Authority to have at least 33% women members.

⁴⁵ Available at <http://punjablaws.gov.pk/laws/2558.html>

- **Role in minimum wage rates fixation:** The Punjab Fair Representation of Women Act 2014 has also put a condition of including at least one-woman worker and one-woman employer on the Minimum Wages Board of the province.

TVET Education

- **Devolved authority of vocational training:** The PVTC has setup District Boards of Management (DBoMs) in the province which are meant to establish and manage VTIs. Each board consists of 2-15 members, representing industry, business, bureaucracy (retired), agriculture and education. The board is empowered to add or remove a trade and even hire/hire teaching staff.
- **Growing interest in vocational training:** There are many factors which are increasing interest of women in vocational training:
 - **Economic pressures:** Some of the participants of the FGDs and KIs indicated that economic pressures were pushing females to learn skills and contribute towards livelihood of their families. The Principal, VTI, Shadman reported that “desire for learning is high in remote and backward areas”. The Principal, VTI, Governor House explained, “single earner families usually remain in financial crunch. Poor families even allow their females to work as domestic workers in other homes”. However, statistics don’t fully support the presence of this pattern across the province. For example, average number of female earners per household in Punjab has declined from 0.53 in 2005-06⁴⁶ to 0.28 in 2015-16⁴⁷. A separate study is needed to examine the nature of such patterns and the underlying causes.
 - **Social compulsions:** Some parents send their daughters to vocational institutes to learn cooking skills so that when they are married, they can adjust well in the families of their in-laws. However, percentage of such cases is likely to be very small.
 - **Others:** A big advantage of vocational training, which females perceive is that it widens their exposure to the outer world and helps in building social networks. In cultures where most of the women are confined to their homes, any training opportunity is welcomed by them.
- **Some trades are in high demand:** Trades related to information technology are in high demand. The Manager, Marketing & PR, PVTC said, “graduates of computer related training programmes have high employability. They can find jobs in private schools, hospitals, shopping malls and other organizations. Even they can launch one-man businesses”. The trend is supported from the growing number of applications in the e-Rozgaar programme. In 2018, the programme received 12,488 applications⁴⁸.

Increasing women employability

- **Legal provision:** Punjab Government has fixed a quote of 15% for women in government jobs⁴⁹. Besides, the Punjab Fair Representation of Women Act 2014⁵⁰ also brings in more employment opportunities for women. It requires several public sector academic and non-

⁴⁶ http://www.pbs.gov.pk/sites/default/files/social_statistics/publications/hies05_06/table6.pdf

⁴⁷ http://www.pbs.gov.pk/sites/default/files/pplm/publications/hies15-16/TABLE_06.pdf

⁴⁸ <https://www.erozgaar.pitb.gov.pk/#erb12>

⁴⁹ Pakistan Economic Survey 2017-18, p. 183

⁵⁰ Available at <http://punjablaws.gov.pk/laws/2558.html>

academic institutions to have a certain level of representation of women in their staff and on their boards. However, there is a need to monitor the enforcement of this policy. Secondly, such policy is required for the private sector too.

- **Market is responding:** About 70% of the workforce receives training through informal system⁵¹, which is often labelled as *ustad-shagird* model. There is a growing feeling that the traditional *ustad-shagird* model is flawed and has many weaknesses. A women employer (a member of the Women Chamber) highlighted the problem by saying that “*many karigars are cunning. They are not professionals. Sometimes they manipulate disorders in machines, causing considerable losses to their employers. There is an immense need of replacing the karegars with genuine and qualified vocational graduates*”.
- **Mobility has improved in some cities:** A number of participants of almost all FGDs pointed out that traveling for females had been eased out by the introduction of facilities such as Metro, Uber and Careem. However, these facilities are available in only small number of cities.

Promoting women entrepreneurship

- Strengths and opportunities for women entrepreneurship in Punjab are briefly discussed below:
- **Forum for women entrepreneurs:** The WCCI, Lahore is providing a platform to women entrepreneurs. Members of WCCI, Lahore, as reported by the chamber, has grown to 1500 and the number is growing by one member every day. A member of the chamber added, “80% of the members are running businesses falling under the category of SMEs in sectors such as fashion, textile, beauty, IT and baking”. Aspiring women entrepreneurs can avail the services of the chamber. They can network and can seek advice from senior women entrepreneurs. An office bearer of the WCCI said, “we help new entrepreneurs in opening bank accounts, getting national tax number and linking them to firms providing services such as training, marketing, audit etc.”
- **Feasibility studies:** The SMEDA has prepared 50 feasibility studies which are available even in Urdu language also⁵². However, TVET students are usually not aware of such facilitation. There is a need to create awareness among TVET students, graduates and instructors about such facilities. They can take advantage of these reports and prepare their own business plans. The SMEDA may launch a comprehensive programme for giving orientation about their services to the students and instructors of vocational institutes.
- **Success stories of women entrepreneurship:** There are many opportunities for women entrepreneurs in Lahore. A participant of the FDG1 shared a success story as: “a graduate of training in cooking has started supplying home-made lunches to workers in a factory. She is earning profit of Rs. 27,000 per month”. Another participant of the FDG1 while advancing the reason of her success said, “motivation is the key to such successes”. However, another participant argued that “the girl would definitely have a close relative working in the same factory, who would be providing support to her, otherwise it is not

⁵¹ NAVTTC [National Vocational and technical Training Commission]. (2012). Pakistan National Vocational Qualification Framework. Retrieved from <http://navttc.org/downloads/policies/NVQF20141205V4.pdf>.

⁵² https://smeda.org/index.php?option=com_phocadownload&view=category&id=157&Itemid=849

possible to do this job”. It shows that if females are given a feeling of security, more of such girls would be ready to take such initiatives.

Weaknesses of the TVET system

There are many issues associated with women participation in TVET and employability, as identified through FGDs and KIs, which are discussed below:

Women participation in TVET

- **Limited awareness:** The participants of almost all FGDs and KIs emphasized that general awareness of people about the importance of the vocational education is very limited. A participant of the FDG2 opined that “females sitting idle at homes are not aware of the opportunities of vocational training”. A faculty member of the GTC Lytton Road suggested that “some vocational and technical courses should be included in 9th and 10th classes”.
- **No career counselling facility:** All students in general and female students in particular lack access to career counselling facilities. Due to lack of career counselling facility, they are unable to plan their careers. They mostly follow the path of trial and error. Ultimately, many women end up sitting at homes. This issue is substantiated from the fact that in GTC, Lytton Road, enrolment is high in dress making and fashion designing where employability is on lower side, while response to the programme of electrical engineering (EE) is low where employability is 100%.
- **Lack of family support:** Lack of family support is another barrier, which is attributed to many factors:
 - **Low social value:** First issue is the low social value of TVET. It is a commonly prevalent perception that only poor join vocational education. The VP, GTC said, “it is a fact that most of the students who join VET hail from poor families”. A faculty member of the GTC, Lytton Road added, “some students are so poor that they are earning and financing their college fees on their own”. A participant (instructor) of the FGD1 said, “the image of the vocational training especially of dress making and beautician is poor”. That is why parents prefer general education. Still another participant was of the view that “a girl admitted to a vocational training feels inferiority complex if any of her close relatives is studying in general education”.
 - **Low economic value:** Private sector offers low salaries to females. Returns of investment in case of self-employment in traditional trades such as tailoring, and beautician are also low. One of the participants of the FGD1 pointed out that, “low wage rates for women in the industry also discourage women to join TVET”. This issue also provides a strong justification to the family members to not allow their females to join vocational training.
 - **More options of general education are available:** Box 1 explains how vocational education in Pakistan is generally placed at lower end of priority options. A participant (faculty member of GTC(W), Lytton Road) of the FGD9 pointed out that, “vocational education is considered for a girl, only when she is unable to do anything else”. The Vice Principal, GTC, Lytton Road opined that “after achieving secondary school certificate [matric], students generally prefer to pursue higher education or do job. Only leftover students are available for any other activity including vocational training”. Now more options are available for general education for girls due to two factors. First, a large number of private educational institutes have been opened. They are located almost everywhere in cities. The Principal, GTC, Lytton Road

explained that, “we have witnessed a mushroom growth of educational institutes in the private sector. They enrol students in bulk, leaving little scope for the VET system to survive”. Second, the government has upgraded most of the high schools to higher secondary schools. A faculty member of the GTC, Lytton Road added that, “almost every high school has been upgraded to higher secondary school. They are now enrolling students in intermediate level programmes too. Eventually, a small number of students are left for vocational programmes”. She suggested that “government should allow higher secondary schools in only rural areas”.

- Cultural restrictions: Male ego is instrumental in building cultural barriers for women. The Principal, VTI, Governor House believed that “males usually want their wives to remain as house wives, so they impose restrictions on females”. He added, “many parents keep their females at homes. They keep them busy in domestic work. The females have to clean houses, make food and do many other things”. An instructor opined that “male domination suppresses the female talent. Girls and women easily surrender before the directions of male members of their families”.
- Personal factors: Most of the students of vocational training are those who could not perform satisfactorily in the general education. They often lack interest in studies. So, when they are asked to study, they lose their interest. The only option is to increase practical work in training. There is also a commonly prevalent belief that students of vocational institutes lack confidence. A participant (an instructor) of the FGD1 said, “only few of the bold girls who can’t proceed for more education, come to TVET”. Lack of confidence is most likely to be linked with low social value of the TVET.
- Preference of *ustad/shagird* mode: Many people believe that a more effective way of learning a skill is to get associated with any traditional *ustad/karegar*. Principal, VTI, Governor House explained it as: “many girls and many parents believe that the skill of dress making can be learned from anyone at home”. He was of the view that “people don’t understand that there are many technicalities involved in it which even many *karegars* are not aware of. They also don’t know that dress making in bulk involves a different skill set.”
- Keeping girls away from tough jobs: It is commonly believed that women can’t do tough job, or it is considered culturally inappropriate for women to do hard jobs. One of the participants of the FGD1 said, “only a limited number of trades are considered suitable for women”. Another participant added, “girls generally don’t like hard job such as electrician, motor mechanic etc.” Problem is the society clearly defines different path ways for men and women⁵³. An instructor (FGD1) indicated that “parents also don’t like that their girls join hard jobs such as machine repairing”. It appears that negative stereotyping of the roles of women also plays a significant role in keeping training options for women limited to few trades. A major source of concern is that many times such behaviours are accepted as norms of the society.
- Restrictions from in-laws: If a girl is married or even just engaged, her in-laws start influencing her activities and movements. A participant of the FGD1 shared her own story as: “I was working when I got engaged. My in-laws asked me to quit the job. I had to struggle to handle the situation”. Another participant of the FDG1 added, “while deciding about sending their daughter to any vocational training, parents keep in mind whether her in-laws will accept her to be in that profession”.
- Co-education: Co-education is also considered as a barrier in many communities. Principal, VTI, Governor House opined that “parents avoid sending their girls to institutes where co-education is in practice”. He added, “if there is no coeducation and separate classes are held for male and female students in the same campus,

⁵³ Ahmad, S. (2016). Gender Analysis of TVET Sector in Pakistan: Key issues and Opportunities. Islamabad: TVET SSP, GIZ

even then parents feel concerned. They check whether entrance for female students into the institute is same or different”. In VTI, Manga Mandi, both male and female students are enrolled. However, separate classes are held for male and female students. Similar views were expressed by a participant (an instructor) of the FGD1. She shared an experienced, which is as follows: “one day a woman along with her daughter came to our institute for seeking admission for her daughter in dress making course. She asked whether a separate class for girls was there or not. She visited the class rooms. Only then she got satisfied”. It is pertinent to point out that Punjab province has 105 vocational institutes (25 in public sector and 80 in the private sector) where co-education is being followed⁵⁴.

⁵⁴ <http://www.skillingpakistan.org/analysis/country-wide>

Box 1: Tiers of education in Pakistan

There are six tiers of education in Pakistan:

- **Tier 1 stream** includes professional education such as medical and engineering. Lower middle and upper middle class usually dream to join tier 1 educational stream. If a student can afford and is interested can advance her education to even PhD level.
- **Tier 2 education stream** includes business administration, law, computer science etc. In most of the cases, when Tier 1 option is no more in the reach (either due to lower graders or due to financial constraints), then they usually prefer Tier 2 education stream. Students in Tier 2 too can advance their education to even PhD level.
- **Tier 3 stream** covers basic science related education (such as Physics, Chemistry, Biology etc.). When tier 1 is not in reach and financial constraints are at medium level, then Tier 3 is preferred. The students aspire to become scientists. Students in Tier 3 too can advance their education to even PhD level.
- **Tier 4 stream** includes arts subjects. There are two categories of students in this stream: those who aspire to appear in the competition examination and those who are just interested in advancing their degrees. Second category students are in overwhelming majority. Students in Tier 4 too can advance their education to even PhD level.
- **Tier 5 stream** is related to technical education. Many students who fail to score high in matric but have interest in technical disciplines sometimes are inclined to tier 5 stream. They get certificates such as Diploma of Associate Engineers (DAE). Most of the DAE holders join jobs. A small number of them manage to join B-Tech (four major specializations are available: Electrical Technology, Mechanical Technology, Civil technology and Electronic Technology). Some of them can get admission in post graduate degree programmes including M. Tech and PhD. However, opportunities for education in Level 7 and 8 qualifications in Pakistan are limited.
- **Tier 6 stream** is vocational education. Students attend 6-month diploma or one-year diploma or diplomas with little longer duration. They are considered as semi-skilled workers. However, their qualifications are not usually recognized as academic qualifications, so they are not able to advance their qualifications in the same fields. In a way, vocational education is usually considered as a dead-end education.

- **Harassment:** Threats of harassment is also a one of the leading barriers for females to participate in the TVET. A participant (an instructor) of the FDG1 opined that “harassment is not less common. At times, girls take such issues lightly. However, later when parents discover the issue, small issues turn into big issues.” Problem is if they share any of such issues with their parents, they would most likely impose a ban on their movement out of their homes. A participant (a member of the women chamber) of the FGD5 suggested that “boys need to be given awareness about the act of harassment and its implications for them and others”. Two participants (employers) of the FGD5 added, “media campaigns should be launched to create awareness about the issue of harassment. Entire society needs to get sensitized”.
- **Poor career prospects for women:** A participant of the FGD1 indicated that “vocational education has poor career orientation. Women don’t see a future in vocational training. Many of them consider it not worth-investing”. In fact, most of the vocational institutes of women offer training in only limited trades which include dress making and embroidery, beautician and skin care and computer. **Figure 14** shows that these trades are highly saturated. Many males don’t realize that even starring can cause a psychological harm to girls.
- **Inappropriate timings:** Many participants of all FGDs indicated that timings of training in the vocational institutes don’t suit women. One of the participants (instructors) of FGD1 said, “9-5 timings are too long for women”. Another participant of the FGD1 noted that “females are already overburdened with work at their homes. They have to prepare breakfast, lunch and dinner, do cleaning work, wash clothes and look after kids”. Another participant added that “many women want to join vocational training but can’t because school timings of their children conflict with the timings of vocational institutes”. One of the participants suggested that “timings of training for women in the schools be limited to 8 am to 1 pm”. However, there is another view point too. Manager, Marketing & PR, PVTC explained that “timings of training at vocational institutes have been deliberately kept so long so that the students get attuned to long timings which are observed in the industry. If they get adjusted to these timings, they will not face much difficulty in adjusting in the industry”. However, it is also a fact that not every has intention of working in the industry. What are the options? Some short programmes should have flexible timings, allowing mothers to avail the facility of training.
- **Transport:** About 73% of the participants of the FGD3 reported that their family members used to drop them at schools, while remaining 27% informed that they were using public transport. Two participants reported that they were incurring Rs.5000 to Rs. 6000/month as transport cost. Principal, VTI, Shadman opined that “transport is not a big issue in Lahore, however, traveling is costly and time consuming”. In semi-urban and rural areas such as Manga Mandi, the students reported transport charges of Rs. 50/day. However, affordability is also low in such areas. A participant (an instructor) of the FGD1 pointed out that “inadequate or unavailability of transport facility is a serious problem especially in the rural areas. Many people cannot afford fare of rickshaw or van. So, they feel reluctance in sending their girls to vocational schools.” Principal, VTI, Governor House also endorsed the view that many parents can’t afford to pay transport cost. He informed that “many girl students even come from nearby villages to some institutes. VTI Manga Mandi is one of them. Many more want to come but due to lack of transport facilities, they are unable.” Some earlier

studies⁵⁵ have also reported the issue of transport as the major barrier for women participation in TVET.

- **Non-productive competition among multiple programmes:** Multiple public sector organizations are running vocational training systems. These systems are in fact competing with each other on quantity. Manager, Marketing & Public Relations (MPR), PVTC also pointed out this issue. She said, “many bodies are running vocational training programmes, which are competing with each other on enrolment. Some programmes are even providing money to even those institutes which don’t have labs”. She further added, “it has become a so much lucrative business that even some industries which were lying closed have started offering vocational training”. She suggested that “there is a need to clearly segregate roles and mandate of each institution”. Principal, VTI, Governor House added, “the existing vocational training system lacks integration”. It highlights the need to improve monitoring and evaluation of training institutes/training providers.
- **Absence of day care facilities:** One of the participants of the FGD1 highlighted that “absence of day care facilities at the vocational institutes is also a barrier for women to attend vocational training courses”. Provision of day care facilities will enable many married women to benefit from such trainings.

Issues related to quality of education

Findings of the study related to quality of education have been grouped into five categories: quality of students’ intake, relevance of curriculum, effectiveness of training methodology, adequacy of infrastructure and linkages with industry. The findings are presented and discussed below:

Quality of students’ intake

- **Quantity vs quality:** Various institutions are competing with each other, which is affecting quality of TVET. At present, there is no incentive for quality. KI-1 explained it as: “everyone is chasing quantitative targets. Quality is nowhere in the rules of game. At times quantitative targets kill quality”. The environment of competition can be transformed through appropriate interventions such as shifting focus of competition from quantity to quality. Employability is considered as a measure of quality. It should be redefined and operationalized. Secondly, any independent party should be assigned the task of measuring quality.
- **Variation in the education level of students:** Variation in the education level of students is stark. It affects quality of training. A participant (instructor) of the FGD1 explained it as: “since students of vocational programmes are diverse in educational achievements - some are graduate, and some are not even matriculate, hence, instructors find it a challenge to meet the expectations of all students”. Several other participants had similar views. In Manga Mandi, out of 29 students of a class, 25 were matriculate, two intermediates, and one each primary and middle pass. However, there is another perspective of this issue too. Manager, MPR, PVTC stated that “the vocational courses have been designed for workers, as their basic objective is to

⁵⁵ Cheema, A & Khwaja, A. I. (ud). Skills Intervention Report Skills for Market 2013-2014: Design and Compliance Report. Retrieved from https://psdf.org.pk/staging/wp-content/uploads/2015/02/CERP-PEOP_SFM-Design-and-Compliance_141229-2.pdf.

alleviate poverty, hence, no qualification is required to get admission into vocational programmes". She added, "we enable them to identify and use tools, learn some basic level English". However, it is very likely that students with higher education may feel hesitation in joining a training where students with much less education are also sitting. One option to address this issue is to segregate participants into groups where possible - one having better qualifications and one having lesser qualifications.

Relevance of curriculum

- **Outdated contents**: It is a commonly prevalent perception that changes in the industry are taking place very rapidly while institutes are unable to keep pace with those changes. GM (TEVTA) informed that a training need assessment (TNA) exercise had been conducted. Based on the findings of the TNA, courses were being revised.
- **Addition of new trades**: Manager, Marketing & PR, PVTC pointed out that "industry does not cooperate in validating any amendment in the existing curricula". She said, "Curriculum Department of the PVTC develops curriculum and has to get it vetted from teachers and industry experts, however, industry experts don't provide feedback".

Effectiveness of training methodology

- **Teaching quality**: Quality of teaching is another area of concern. Dissatisfaction with the quality of teaching was not only shared by the employers but also by students and even by management staff. For example, Manager, Marketing & PR, PVTC said, "teaching quality in the vocational institutes is simply non-satisfactory. Teachers lack competence. Most of them are not employable in the industry". Principal, VTI, Shadman explained the issue as, "many teachers lack motivation. Team leaders/principals should be very active in maintaining check and balance in the institutes". There is a need of a more effective monitoring mechanism.
- **Teachers exposure**: Instructors exposure to industry is weak. One of the participants (instructor) of FGD1 indicated that "many instructors usually restrict the learning activities to books. They neither work on the personality development of the students nor they bring additional practical activities to the class rooms". Similar views were expressed by many participants of other FGDs and KIIs. Only one of the participants of the FGD2 (instructors) reported that she had experience of working in the industry.
- **Capacity programmes for teachers**: There is a need of a well-defined policy for training of instructors. All of the participants of FGD2, except one, reported that they didn't receive any training in the last two years. Methodology of such trainings, where available, also need attention. Manager, Marketing & PR, PVTC shared her views as: "capacity building programmes are mostly lecture based. Since they are not workshop based so they are not much useful".
- **Less opportunities to practice**: One of the participants (instructors) of the FGD2 pointed out that "students are given less time and opportunity to practice the skilled they learn during the training sessions". However, a participant

(TEVTA official) of the FGD4 informed that “in the TEVTA institutes, 80% of the training time is devoted to practical work”. It appears that the policy is not being implemented in the same letter and spirit. This issue can be addressed by improving class activity monitoring practices and introducing students’ feedback.

- **Exhibitions:** Exhibitions are also source of exposure and learning for students and instructors. Besides, it is also offer opportunities of developing linkages with industry. Some of the participants of various FGDs highlighted the need of organizing exhibitions to facilitate students to display their products.
- **Appointment of instructors on permanent basis** has three demerits: 1) they become increasingly more costly as their wage bill rises with growth in the length of their service; 2) if management feels the need of closing a trade due to lack of demand or any other factor, it is almost impossible to remove them; and 3) their level of motivation and creativity tends to decline and degree of obsolescence tends to rise with increase in experience.

Adequacy of infrastructure

- **Outdated machines:** There is a recognition among the management of vocational institutes and the TEVTA that labs of the vocational institutes need upgradation. KI-3 pointed out that “lab equipment and machines are old and mostly outdated in most of the institutes. When graduates join industry, they find machinery and equipment, they are usually not familiar with, so they face difficulties”. Similar views were offered by many other participants too. GM TEVTA highlighted that “an area where any interaction would make a big impact is the provision of new machinery and equipment in the vocational institutes”.

Ineffective linkages with industry

- **Weak support from industry:** Many institutes are struggling to establish linkage with the industry. Manager, Marketing & PR, PVTC pointed out that “industry except Toyota Corolla, does not provide any support to the vocational institutes. They neither send their experts to institutes to deliver lectures, nor they entertain exposure visit requests”. She added, “even they don’t provide comments on the draft curricula”. An instructor of beautician course said, “earlier beauty and skin care related companies used to bring their products and demonstrate them in our institutes. This activity used to give valuable exposure to students and teachers. But now this practice is no more there”. However, GTC, Lytton Road reported to be more successful in this context. It appears that there is a great potential for linkages with the industry. However, there is a need for placement of job placement officers in every institute, who can be entrusted the task of creating linkages with the industry. In small institutes, any instructor can be given the same role.

Barriers to employment - Jobs

It is very challenging for a female vocational graduate to get any job in private sector and carry it on smoothly. FGDs and KIIs identified several barriers, which can be grouped into six

categories: a) capacity related barriers; b) family related barriers; c) institutional barriers; d) market related barriers; e) organizational barriers; and f) social and cultural barriers.

Capacity related barriers

- **No career plan**: One of the key reasons of low employability is the absence of career plans. Many students join a trade without assessing market conditions of different trades. A participant of the FGD2 explained the issue as: “most of the students are not aware where will they go after completing the training”. One of the participants (employer) of the FGD5 endorsed the view point and said, “only after getting a qualification, they find that jobs are not available in the fields of their study”. This issue is attributed to rigid courses offering (no options are given to students; they have to pick one of two of three trades) at the institutes and availability of financial incentives. Perhaps a challenge with most of the female vocational centres is that they are bound to offer those courses for which they have instructors available, no matter whether demand for those trades is there or not. So, in a way, even if an institute provides career planning/counselling services to admission applicants, it will try to align their career plans with the options of trades it has to offer. A participant of a KII informed that “in one village almost every girl has received training in dress making. There is no girl left for enrolment”.
- **Soft skills**: A number of participants (instructors) of FGD1 and FGD2 pointed out that most of the students lacked soft skills. They suggested that their confidence should be improved. A participant (instructor) of the FGD2 said, “they do possess technical skills but can’t communicate due to lack of confidence”. Still another added, “they lack commitment”. How to improve confidence? A participant of the FGD1 suggested that “we need to give them dreams”. Another participant highlighted that “students need in-depth orientation about their roles at work places. We need to tell them that at workplaces they will have to lead teams”.
- **Ability to communicate in English**: A participant of the FGD1 indicated that “more efforts are needed to improve the ability of students to communicate in English”. This skill is essentially needed in beauty parlours and boutiques.

Family related barriers

- Parents don’t easily allow their girls to work in factories and restaurants. They have concerns about safety and security of their daughters. The TVET institutes have trained a large number of women in dress making. Their jobs are mainly concentrated in garment factories. Families of the trained women don’t give them permission to work in the factories, because a common perception is that working environment of the garment factories is not conducive for women. The Principal, GTC (W) opined that “there are plenty of jobs for females trained in dress making but many girls fail to get permission from their parents”. A participant of FGD1 suggested that “if proper orientation about the working environment of jobs is provided to parents, their concerns can be addressed well”. However, the parents have genuine concerns on two issues: 1) factories are mostly dominated by men who are not much literate, and women are likely to be subject to harassment; and 2) factories exploit women by providing them extremely low wage rates.

Institutional barriers

- **Weak linkages with industry:** Linkages with industry are crucial for enabling the graduates of TVET to get jobs. However, it is very weak. Several participants of the FGDs and KIIs pointed out that institutes had weak or no linkages with industry. There are many options which can be considered by institutes for developing linkages with industry:
 - First, institutes can assign special projects to students which may require students to interact with the industry. It will give them exposure and will prepare them to work in the industry”.
 - Second way is to attach instructors with different companies on short term basis.
 - Third way is to arrange exposure visits for students. One of the participants of the FGD2 suggested that “exposure visits should be arranged”.
 - Fourth way is to allow industries to open up their small production units at the institutes. Many companies may be willing to set up display centres in the vocational institutes.
- **Short programmes lack employability:** The Principal, GTC Lytton Road pointed out that, “only short programmes have job placement issues”. She explained that “it is because they are semi-skilled”. She suggested that “media campaigns are needed to develop a trend”. This issue holds ground in many ways. For example, if more qualified and more skilled people are available to do the same job, why would factories prefer less qualified people? So, students can be prepared to do entrepreneurship so that if they don’t find job, they can launch their own business at small scale and then can gradually scale it up.
- **Job placement officers:** The institutes which have job placement officials are more likely to have better linkages with the employers. GTC, Lytton Road offers a clear example. At vocational centres, there is a growing feeling that placement officials are needed to fill communication gap between the centres and the industry. One of the participants (instructors) of the FDG1 pointed out that “there was a time when job placement officers were posted in the vocational institutes who used to help graduates in getting jobs. They are now almost non-existent in the institutes”. Manager, Marketing & PR, PVTC indicated that “due to attrition many positions of job placement officers have got vacated, however, these will be filled in due course of time”.
- **Jobs for skilled women in foreign countries:** Since 1971, more than 10 million Pakistanis have got jobs abroad⁵⁶. However, share of women in overseas employment is insignificant. Options of sending women skilled labour abroad can be explored.

Market related barriers

- **Trade-wise demand and supply of labour force:** There are four major categories of trades related to women in which trainings have been imparted, which include beautician and skin care, computer and IT, food and hospitality and tailoring and embroidery. **Figure 14** shows that except food and hospitality related trades, all other three trades are highly saturated. Over-supply of labour harms existing employees in that trade. It allows employers to exploit. This issue is evident in garment factories where women are offered

⁵⁶ Pakistan Economic Survey 2017-18, p. 186

low wages. Even some vocational institutes are struggling to get students. A principal of an institute reported that “in one village almost every girl has received training in dress making. There is no girl left for enrolment”.

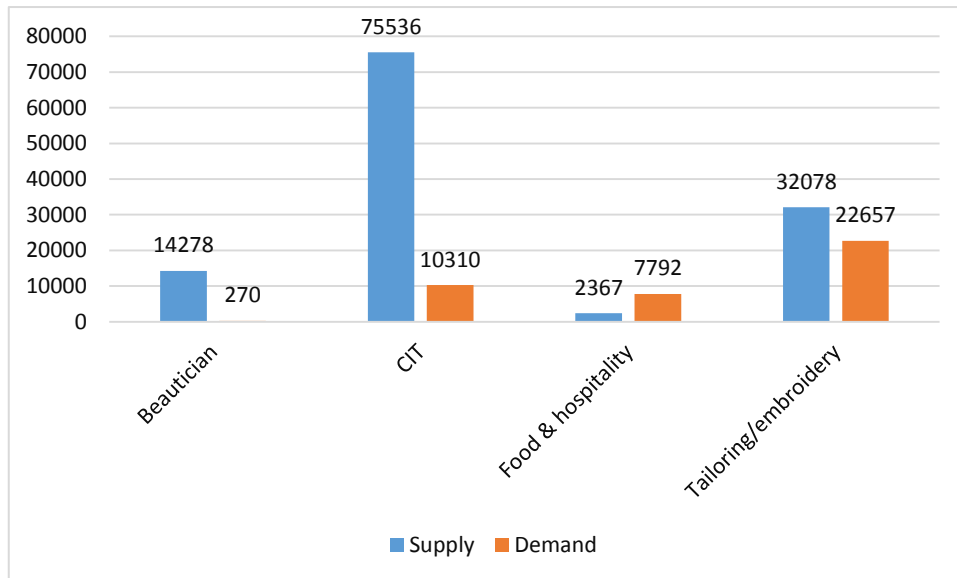


Figure 14 Demand and supply of women related trades

(Source: Database of Skills Gap Analysis, the NSIS)

- Situation in technology colleges is slightly better. The Principal, GTC (W) informed that “almost 50% of the graduates of our college easily get jobs”. However, she said, “the prospects of jobs are bright for trades such as Electronics Engineering (EE). All of the graduates of EE have got jobs”. She added, “employability is relatively low for courses related to in dress making course”. Why is there low level of employability in dress making? It is not the dress making alone, computer and beautician related trades are also suffering from the same problem. Data of supply and demand of labour in these trades, as shown in **Figure 14**, also support this finding.
- **Male domination in the market:** Males dominate in the job market. One of the participants (instructors) of the FGD1 said, “most of the jobs are for males. Females get only a small fraction of all jobs”. Another participant of the FDG added, “suitable jobs are not available for women”. The management of TEVTA is also aware about this issue. According to the estimates of GM (TEVTA), jobs available for male and female graduates in the markets are in the ratio of 70:30. On the other hand, supply of women semi-skilled labour is quickly growing to attain the ratio of 50:50, which is adding to the gravity of the problem. Women are also at disadvantage because of limitation of a limited number of trades. As mentioned earlier, more than 80% of the female vocational graduates are

concentrated in only four trades, while male vocational graduates have more options. Hence, the current strategy of achieving gender equality in enrolment is proving counter-productive. Increase in supply of women in limited trades is simply escalating the gender wage gap.

- **Biases against women:** It was highlighted by some of the students and instructors that employers discriminate against women in employment. This issue was indicated by earlier studies⁵⁷ too. Such issue is deeply rooted in stereotyping behaviour of employers.
- **Low wage rates:** Several participants of the study pointed out that salary packages for females were very low. The Vice Principal of GTC Lytton Road said that the issue of exploitation of female workers by industry was commonly prevalent. **Figure 15** shows that starting salaries in some cases are as low just Rs. 3000 per month. A participant of the FGD2 explained that “many of the graduates of dress making get jobs but they quit their jobs soon after joining because they don’t find any viable proposition”. Obviously, how can one continue to live on Rs. 3,000. Another participant of the FGD2 added, “a woman gets as low as Rs. 35 per trouser and she can earn a maximum of Rs. 250-300/week”. Employers offer low salary packages because supply of semi-skilled female labour exceeds the demand. A participant of the FGD2 said, “when a female worker quits a job, two to three are waiting to join”. Hence, it appears that the current model of vocational training is clearly favouring employers and disfavours female workers.

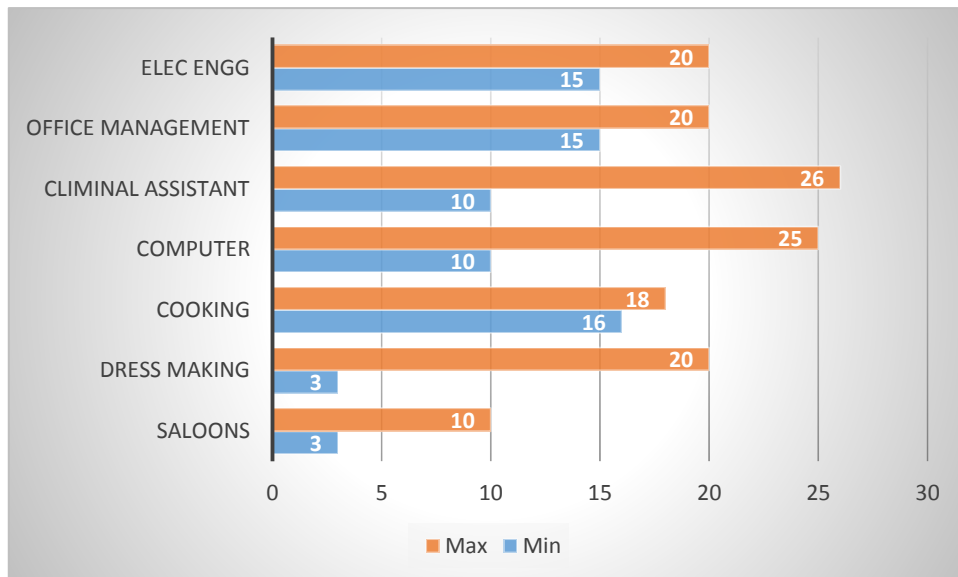


Figure 15 Reported starting salaries (in '000)

⁵⁷ Such as Punjab Skills Development Sector Plan 2018

- **Gender wage gap:** Gender wage gap analysis for Punjab, based on Labour Force Statistics 2014-15, is presented in **Table 3**. It shows that gender wage gap is high in the category of craft and related workers (62%), followed by the category of technicians and associate professionals (30%). Minimum wage rates fixed by the provincial government is Rs. 15,000 whereas a large majority of the women workers have average monthly wages less than the minimum wage limit (**Figure 16**, **Figure 17**, and **Figure 18**).

Table 3 Gender wage gaps in selected trades in Punjab

Trade	Average monthly wages (Rs.)		Gender Wage Gap (in %)
	Female	Male	
Technicians & Associate Professionals	13977	19886	29.71
Craft & related trade workers	4344	11521	62.29
Plant & machine operators	9259	11520	19.63

Source: Pakistan Bureau of Statistics⁵⁸

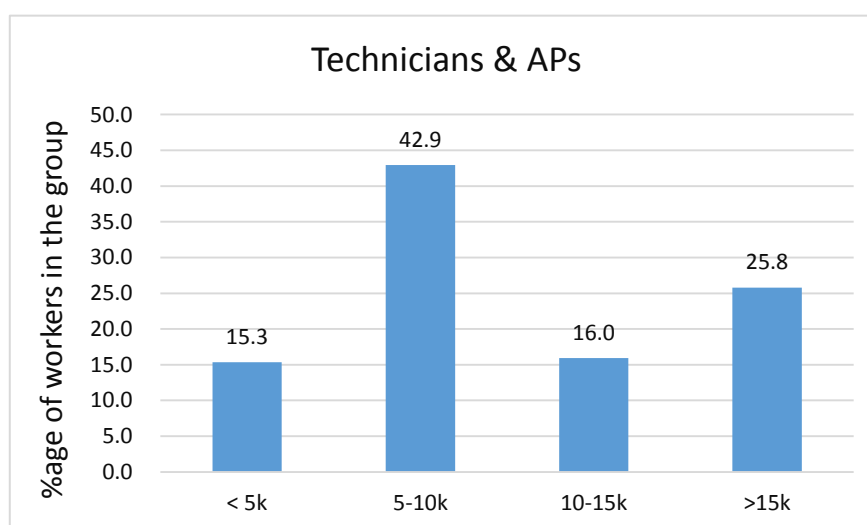


Figure 16 Salaries of women employed as technicians and APs in Punjab

⁵⁸ Available at <http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2013-14/t43-pak-fin.pdf>



Figure 17 Salaries of women employed as craft and related trade workers in Punjab

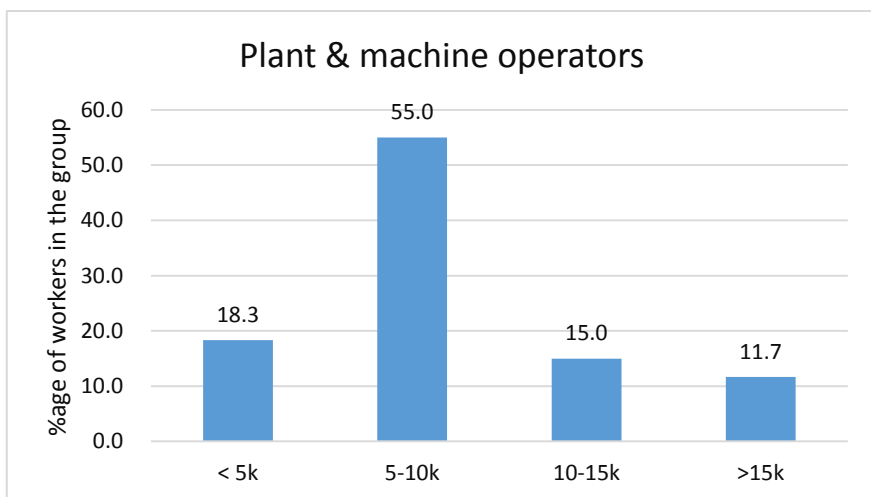


Figure 18 Salaries of women employed plant and machine operators in Punjab

Source: Pakistan Bureau of Statistics⁵⁹

Organizational barriers

- **Hostile working environment:** Working environment in garments factories, restaurants and hotels is mostly male dominated and exposes women workers to many risks. The Principal, GTC, Lytton Road also pointed out that “workplaces in the industry are not free from the issues of harassment and behavioural issues”. Situations, consequences and solutions, emanating out of FGDs and KIIs are presented below:

⁵⁹ Available at <http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2013-14/t43-pak-fin.pdf>

- **Issues:** Female workers have to face several types of odd situations. First, the working space is too small for women to freely move and comfortably stand or sit in many working places especially in restaurants. While talking about working environment in restaurants and hotels, a participant of the FGD1 highlighted that “female chefs working in restaurants are very small in number. In most of the cases, not a single female is present. The space available to work in their kitchens is too small to freely move”. Second, male workers at working places often use nasty language while talking with each other. A participant of the FGD1 said, “While using nasty language, they even don’t care whether any female is present among them”. Third, girls are made to stand for long hours. A participant of FGD1 added, “girls working in the kitchens of the restaurants are made to keep standing for 7-8 hours at stretch, which makes their working very difficult”. Fourth, separate washrooms are not available. A participant of the FGD1 explained it as: “absence of dedicated washrooms for women is a common problem at many places. At times female workers feel harassed, when they notice that someone is standing outside”. Fourth, many times some workers start singing songs, annoying females. Fifth, sometimes they are forced to work at odd times. Principal, VTI, Shadman indicated that “graduates of clinical assistant training, employed in hospitals are often asked to work in night shifts. But their parents don’t allow them for it”. She suggested that “there is a need of law to restrict women working on to day shifts only”. However, this restriction may not fix the actual problem. There is a need to ensure the enforcement of the anti-harassment laws, so that female workers feel secure at the workplaces.
 - **Consequences:** These issues create a situation of mental torture for female staff. Principal, VTI, Shadman explained that “females at workplaces are often subject to both mental and physical harassment. Most of them are shy and they try to ignore. Sometimes small issues grow into big sources of mental stress”.
 - **How to overcome these issues?** First, the Labour Department should create awareness about harassment among male industrial workers. Second, vocational institutes must teach their students how to deal with different situations of harassment. A participant of the FGD1 proposed that “students should also be given detailed orientations on the working environments of the industry so that they are mentally prepared to accept challenges of the working places”. Another participant of the FGD1 suggested that “female workers can minimize risks by restricting communication with fellow male workers to minimum level”. Third, before sending girls to any organization for internship or OJT, the institutes should hold a meeting with the management of host organization (factory/restaurant) and sensitize them about the issue of harassment. Even MOUs can be signed.
- **Absence of day care facilities at workplaces:** The concept of day care facility is not even in the knowledge of people in most of the workplaces. Absence of day care facility makes it almost impossible for women having small babies to join any job.

Social and cultural barriers

- **Cultural barriers:** There are many cultural barriers for women. For example, if any woman is driving a cab or working in a factory or is running a shop, people will look at her with quite strange expressions. A participant of the FGD1 shared an experience as, “one day I spotted a girl driving a bike. At a traffic signal when all traffic came to halt, I noticed that all eyes were focused at her. Even I saw some women looking at her. I could clearly see that those ladies were considering it odd for a girl driving a bike”. Another issue crops up, when a female worker returns home after sunset. In such situations, some neighbours start making gossips. So, women are supposed to be choosy in selecting jobs to overcome cultural barriers.

Transport related barriers

- **Inadequacy of transport:** Although transport is not a big issue in some parts of Lahore city. However, the situation is not satisfactory in many parts especially in the industrial areas. The Principal, GTC, Lytton Road told a case of a girl who got a job but had to quit it due to lack of transport facility. She said, “a graduate of our college who had done a diploma in office administration, got a job of receptionist in Manga Mandi. She was offered a monthly salary of Rs. 20,000. She joined it but could not manage it as transport facility was not available. Soon she quit the job”.

Barriers to self-employment

Managing own business is even a bigger challenge for women than doing a job. Here are the barriers to self-employment:

- **Fear of failure:** Failure rate of businesses, as perceived by non-business families, is very high, which restricts women to launch any business. The graduates of TVET often belong to poor families. They don't hold much savings. They can't afford to put even small money at risk. A participant of the FGD5 (WCCI) highlighted that, “many women have a fear of failure”. Another participant added, “their fear is justified as success rate of start-ups is just 7%”. Even in some cases, females are forced to close their business ventures. A participant of the FGD5 reported an experience as “a woman started a business with great spirit. It started well. However, just few months later, her family pressurized her to close it”. Family elders may come up with any justification. Reasons of failure of women entrepreneurs as identified through FGD5 (women entrepreneurs) are:
 - Fear of failure
 - Lack of knowledge about the market
 - Lack of passion for business, focus and financial control
 - Inability to act as a team player
 - Lack of ability to do business.
 - Pressure from family to close business.
 - Non-conducive surrounding environment. One of the participants said, “immediate surroundings of the business affect women entrepreneurs a lot”.

- **Competency issues:** Participants of the FGD5 were of the view that, women entrepreneurs often lack competence in the following areas:
 - How to develop a good business plan
 - How to arrange finances and prepare a good financial plan
 - How to create a good marketing plan
 - How to form and mobilize social networks
 - How to create a brand and project it
 - Banking services

Accounting and reporting

- **Bureaucratic barriers:** We don't have friendly business environment. Pakistan ranks at 136th place (out of 190 countries) in the world on account of Ease of Doing Business, as per the World bank ranking of the World Bank for the year 2019⁶⁰. Situation is more difficult for women. It is not easy for young female graduates of TVET to freely move and handle bureaucratic barriers related to company registration, bank account opening and tax matters. One of the participants of FGD5 said, "fear of action from tax departments is also a barrier for women to enter into business".
- **Financial barriers:** A participant of the FGD5 pointed out that, "women feel shy in going to banks". Most of the women entrepreneurs have high religious values. Many of them don't like banking because they believe that all banking transaction involve interest payments". Another participant of the FGD5 added that "even if some women want to get loans from a bank, it is not easy. Collateral free loans are not available in Lahore". One of the participants of the FGD indicated that "a loan of amount ranging from Rs. 75,000 to Rs. 250,000 would be enough for a woman to start a business". It is also pertinent to point out that a very small number of people in Pakistan have their bank accounts. About 6% of the world's unbanked people live in Pakistan⁶¹. Situation is even worst for women. Gender account ownership gap in Pakistan is as high as 30%⁶².
- **Low social value of some trades:** Some trades (such as beauty parlours) have low social value among masses. For example, a participant of the FGD2 said, "it is considered odd in the society if any girl opens a beauty parlour. Many parents don't allow their daughters to enter into this business".
- **Hostile markets for women:** Markets are dominated by men. If a woman opens a shop, people start spreading rumours about her. A participant of the FGD1 opined that "markets are hostile for women. They can't open shops in markets. They need lot of support from their parents and society to do business. Since they don't get it, so they prefer jobs." Another participant added, "even parents don't allow their daughters to sit in the markets, selling their products". One of the participants of the FDG1 suggested that "the graduates of vocational training

⁶⁰ World Bank (2019). Doing Business 2019: Training for Reform. Available at http://www.worldbank.org/content/dam/doingBusiness/media/Annual-Reports/English/DB2019-report_web-version.pdf.

⁶¹ <https://propakistani.pk/2018/05/25/half-of-the-worlds-unbanked-population-belongs-to-pakistan-and-6-other-countries/>

⁶² <https://www.dawn.com/news/1403070>

should be tasked to start providing training (in the trade they received training) to girls/women living in their own locality of residence. It will refine their skills and inculcate confidence. After a couple of years, they will be able to launch their own businesses with more confidence”.

- **Signing of contracts**: Many business deals require signing of formal contracts between the parties. Here too, women have to face a challenge. A participant of the FGD5 pointed out that “women entrepreneurs often feel reluctance in signing business contracts”. She added, “in some cases male counterparts ask that any male member of the woman entrepreneur should sign the contract”.

Selected cases of women entrepreneurs

Vocational Graduates

Box 2: Case 1: Ms. Fozia

Fozia is a widow and is a sole earner for her family. She received training in dress making from the VTI, Manga Mandi. After completing her training, she opened a tailoring shop in her home. She started with one machine. Her business has progressed gradually and gradually. Now she has three machines at her home. She has hired services of three girls too, who are working on those machines. She says, "they had no skills when they joined me. Now they are fully capable of making clothes". She is getting 4-5 orders every day and receives Rs. 300-400 per order. She tells, "I give 50% of the earning to the girls I have employed". This is a win-win model of profit sharing. She adds, "I easily earn Rs. 20,000 to Rs. 30,000 per month, which is sufficient for me to run my house". Fozia has opened a bank account too where she deposits her monthly savings. Now she plans to add artificial jewellery to her shop.

Box 3: Case 2: Ms. Rehana

Rehana did BA. She tried hard to get a job to support her family, but she could not. On the suggestion of a friend, she got admission in dress making training at VTI, Manga Mandi. After completing her training, she opened a small training centre at her home for girls. She said, "at this time I have four girls who are receiving training from me". She added, "two girls are paying fee at the rate of Rs. 200/month while other two can't afford". Besides, she gets work of dress making from families living in the area. She said, "my unit can stitch 10 dress per day, however, I am getting 4-5 orders". She added, "I charge just Rs. 200-250/suit or little more depending upon their paying capacity". Still she can find some time to teach in a local private school. She told, "in order to supplement my earning I have joined a private school too where I teach on part time basis. They give me Rs. 4,000/month".

Best practices

Best practices identified through FGDs, KIIs and literature review are grouped into eight categories: 1) participation of women in TVET; 2) development of new courses; 3) quality of training; 4) community engagement; 5) enhancing employability; 6) promoting self-employment; 7) monitoring, evaluation and learning; and 8) others.

Participation of women in TVET

- **Admission campaign in colleges/ schools**: Some of the students passing out from schools and colleges would be interested to join vocational training. But the challenge is how to approach them? GTC Lytton worked out a method to reach them. A faculty member of the GTC, Lytton Road informed that:

“in every November/December we launch an extensive admission campaign. We visit colleges and schools in different areas and give orientation about our programmes to their students”

- **Parents-teacher’s meetings**: Parents-teachers meeting are effective in building confidence of the parents about the talent of their daughters and in addressing their concerns. An example is presented in the section of “organizational culture”, stating how such meetings are helpful. Such meetings also prove to be a way of boosting image of the institutes. Such parents are more likely to build more confidence in their daughters and to spread positive words about the training and the institute in their own social circles. This can trigger a chain of positive reactions, promoting the value of training and image of the institute.

Development of new courses

- **Development of new courses**: Obsolescence is a natural phenomenon. Hence, addition of new courses is vital for keeping the institutes relevant and effective. The TVET system has introduced many new courses. A participant of the FGD4 informed that “a course on interior design was being introduced in the vocational institutes”. It is expected to market well. Clinical Assistant course is reportedly making good market in some locations. Girls are employed by the hospitals and clinics. However, recognition of such qualifications by Pakistan Medical and Dental Council (PMDC) is, as informed by an instructor at VTI Manga Mandi, yet awaited.
- **Duration of the course development**: Process of designing and development of a new course or revision of any existing course at PVTC has been reduced. Now it takes only 4 months from the point of initiation to the approval of the course. Approval of a new course is accorded by PVTC Management⁶³.

⁶³ <http://www.pvtc.gov.pk/CurriculumDev.aspx>

Quality of training

- **Daily lesson plans:** In VTI Governor House it was reported by the Principal that “every instructor has a detailed lesson plan which she has to follow. At the end of each working day, the instructor has to report the achievement of the lesson plan and get the report counter signed by the principal”.
- **Theme based seminars:** The Principal, GTC, Lytton Road informed that they hold seminars and invite experts from industry to deliver talks on specific themes and such events give exposure to their faculty members and students.
- **Support from industry:** The Principal, VTI, Shadman informed that “Golden Girl Cosmetics has provided support in the form of printing manuals of beautician training and providing their printed copies to the institute free of cost”. She added, “Kinley has helped in setting up lab in the VTI Green Town”.
- **Cooperative Vocational Training (CVT) Programme:** TEVTA Punjab has launched CVT programme. Duration of the programme is one year: 6 months training at vocational training institute followed by 6 months OJT. The CVT Model is shown in **Figure 19**. This model increases the chances of getting employment. It was initially developed in Germany⁶⁴.

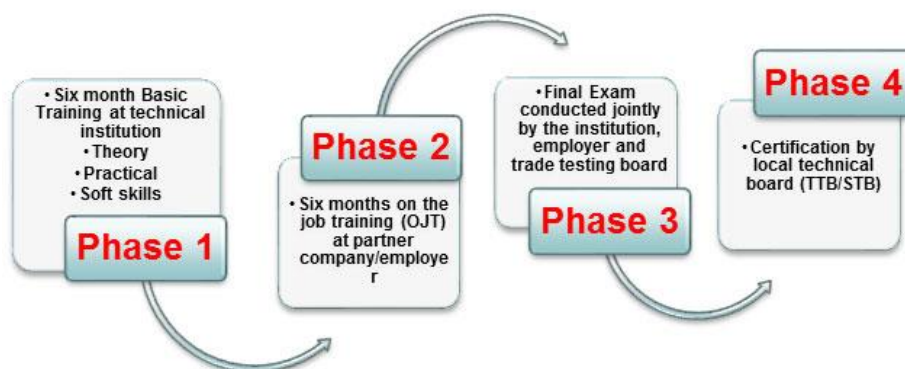


Figure 19 The CVT Model of TEVTA

Source of CVT Model: <http://www.tevta.gop.pk/gpati.php>

Community engagement

- **Community support:** Principal, VTI, Governor House informed that “Dr. Anis from USA has provided support to VTI Manga Mandi. He financed construction of a teaching block and handed it over to the institute”. Engaging community produces many other benefits too.

⁶⁴ <http://tvetreform.org.pk/about-cooperative-vocational-training/>

- **Products:** The Principal, GTC, Lytton Road informed that “we retain products made by our students for one year. Then we provide these products to charity houses such as SOS, Foundation House etc.”. This approach can be adopted by other institutes also.

Enhancing employability

Pre-employment best practices are:

- **Career counselling:** The Principal GTC Lytton Road informed that “many students are usually not aware of their inner talents and aptitudes. Some girls come here on the advice of their parents. We hold sessions with them to find out their aptitude and give them suggestions for their careers”.
- **Parents-teacher’s meetings:** It is a common challenge for females to seek permission from their families to join any employment. The Principal GTC, Lytton Road informed that “every year we devote one day to parents-teachers’ meetings. We brief the parents about the opportunities available in the market. We also encourage them to allow their daughters to do jobs”.
- **Posting of job placement officers:** Some institutes such as GTC, Lytton Road Lahore have appointed Job Placement Officers, who have been entrusted the job of facilitating students in getting internship opportunities and graduates in seeking job opportunities.
- **Cooking labs for City and Guild Courses:** TEVTA has setup cooking labs for City & Guilds courses in Lahore⁶⁵. City & Guilds offers three-level qualifications in food preparation and culinary arts. Level 1 is a certificate titled as “Level 1 Certificate in Food Preparation and Cooking”. Level 2 is titled as “Diploma in Food Preparation and Cooking (Culinary Arts)” and Level 3 is called as “Diploma in Food Preparation and Cooking (Patisserie)”⁶⁶. This initiative will help students of cooking and hospitality in getting widely recognized qualifications and seeking jobs.
- **Preparing students for internships and jobs:** Transforming an internship into a regular job is a challenge for all interns. However, GTC Lytton Road is making significant success. Job Placement Officer (JPO), GTC, Lytton Road informed that “we send students to different organizations for internship. We prepare them well before sending them. Many of them succeed in getting jobs”. The Principal, GTC, Lytton Road added, “we organized a one-day self-grooming session for our students. It has helped them in improving their outlook and boosting confidence”. She further added, “we organized several sessions on English communication skills for their students”.
- **Networking:** Working for a female in a male-dominated environment where literacy rate is very low, is not an easy job. They need strong support in this context. A participant (an instructor) of the FGD1 (PVTC) reported that “girls trained in cooking avoid working in restaurants where no female is working there.

⁶⁵ http://www.tevta.gop.pk/pdfs/notifications/TEVTA_GMOII_2_16_Pt_20170505.pdf

⁶⁶ <https://www.cityandguilds.com/qualifications-and-apprenticeships/hospitality-and-catering/hospitality-and-catering/8065-food-preparation-and-culinary-arts#tab=information>

They feel more comfortable where a female is already there. Keeping in view this issue, I refer good students to female chefs”.

- **Special recruitment events:** Nestle visited the college, as reported by the Job Placement Officer, in the GTC(W), Lytton Road. They received applications on the spot, conducted tests and held interviews of the applicants who passed the written tests. They selected graduates of computer and electrical engineering. The Principal, GTC, Lytton Road reported that her college organized a job fair last year in which six companies participated.
- **Linkage with employment companies:** The Principal, GTC, Lytton Road said, “Aasaanjob have called us and offered their free of cost services to our students. They will help our students in CV writing and developing interview skills. The JPO, GTC, Lytton Road informed that “we put lot of efforts on developing linkages with prospective employers in the industry. They contact us whenever any job opportunity arises”. She added, “last year Nestle hired our 20 graduates”. She further added, “last year Q Mobile provided paid internships to five of our girls. They paid a stipend of Rs. 10,000 per month. Upon completion of the internship, three of them were offered regular jobs”. Graduates of the GTC, Lytton Road, as reported by the JPO, are working in companies such as Sapphire (fashion designing company), Honda, Haier, Pepsi Cola, Coca Cola, Nestle and Rehman Textile. Similar practices can be adopted by VTIs/centres. Besides, formation of alumni association can also prove to be very effective.
- **Employment portal:** TEVTA has set up a web portal of job applicants. It is titled as “Skilled Labour Market Information System (SLMIS)”. It offers a platform to job seekers in creating/uploading their CVs online, making their profiles visible to potential employers. Registered employers can search district and trade wise job applicants⁶⁷.

Best practices related to support provided during job are:

- **Close contact with graduates working in the industry:** The Principal GTC, Lytton Road reported that “we try to remain in contact with our graduates working in the industry so that if they are facing any problem we can try to fix it”. This is an investment which is likely to produce short term and long-term benefits. Short term benefits may include development of a positive image of the college and a major long-term benefit would be realized when those graduates of the college, when reach senior positions in their organizations, will start supporting the collage and the matters related to the college.
- **Transport:** A faculty member of the GTC(W), Lytton Road said, “Nestle provides transport to its employees”. Other organizations may also be encouraged to provide transport facilities to all of their employees especially women.
- **Anti-harassment measures:** A faculty member of the GTC(W), Lytton Road informed that “TEVTA is signing MOUs with companies in the industry” and suggested that “the MOUs should contain provisions for anti-harassment actions too”.

⁶⁷ <http://tevta-slmis.gop.pk>

Promoting self-employment

- **Fighting for the collective rights**: Many women entrepreneurs have used the platform of WCCI to get some issues of women entrepreneurs addressed. For example, an executive member of the WCC informed that “we met Secretary Commerce [of Federal Government] and requested him to waive the requirement of guarantors for women entrepreneurs to get loans under Prime Minister Youth Business Loan Scheme. He partly agreed to our proposal. Now only one guarantor is required”. Linkage between vocational institutes and the chamber can help in promoting entrepreneurship.
- **Some teachers run their own parlours**: Principal, VTI, Shadman highlighted that “some teachers of beautician training are running their own parlours”. Since they have presence in the industry, so they are likely to keep themselves well informed about new trends”.
- **Loans for TVET graduates**: Akhuwat (a national NGOs) is offering interest loans to the TEVTA graduates in Punjab. Each graduate can apply for a loan up to Rs. 0.1 million, to be returned in two years⁶⁸. WCCI, Lahore, as reported by a member of the FGD5, “took 30 women entrepreneurs to State Bank of Pakistan where they received detailed briefings on the banking system. Now they are no more feeling shyness”.
- **Financial Markets Employability Course**: TEVTA has signed an agreement with Mind and Markets Inc. for providing training on financial markets in selected training institutes of TEVTA in Lahore.
- **Top business opportunities**: WCCI, Lahore has published a brochure that contains top 10 business opportunities for women. It is based on the information collected from the presentations of entrepreneurs made in a Seminar held on 13th January, 2018 at Pearl Continental Hotel, Lahore. The opportunities are briefly described in **Table 4**.

Table 4 Top business opportunities

S.No.	Business Opportunity	Major activities
1	Event Management	Wedding Planning, festivals, bridal showers, birthdays, baby showers, conventions, conferences, seminars and exhibitions
2	Information technology	Graphic designing, multimedia, web designing, online marketing and Facebook services
3	Home Services	Personal grooming, capacity building, beautician courses, makeover, skin protection, waxing and threading
4	Freight and forwarding	Transportation in bulk, packaging, labelling, documentations, registration of export company, storage and shipping

⁶⁸ http://www.tevta.gop.pk/micro_finance.php

5	Delivery of lunch boxes	Diet food, delicious food, healthy food and online orders
6	Alternative energy	Manufacturing, assembling, solar mobile, 3D consultancy
7	Transportation network	Travelling, carriages, peace, comfort, Careem, Umer, Pink Scooties, Pink Rickshaw
8	Real Estate Development	Building material, landscape, maps, purchasing, selling, taxes etc.
9	Warehouse Management	Storage in bulks, cold storage, textile, furniture, beverages
10	Lady waitress catering	A supply chain of lady waitresses etiquette & manners

- **Online work:** A faculty member of the GTC(W), Lytton Road informed that “10-12 students of the college are working as freelancers on platforms such as Fivver and are making money. Some of them have reached Level 3 and some are at Level 4”.

Monitoring evaluation and learning

- **TNA:** GM, TEVTA informed that “TEVTA has conducted a TNA and its findings are being used in adjusting existing courses and designing new courses”.
- **Traceability statistics:** Punjab TEVTA has made data of traceability online, which are accessible to public. Data up to 2016 is available.
- **R&D:** PVTC has a research cell. Its key function is “to plan, organize, direct, control and coordinate policy advice and strategic planning within the organization”⁶⁹.

Others

- **Training in selected villages:** PSDF selected poverty-stricken villages (Basti Meeran Mullah, Basti Khara Niazi Wala, Rakh Jalwala, Bhulla Mouza Aalo Rid Gujrat, Basti Khara Niazi Wala, Rakh Jalwala, Bhulla Mouza Aalo Rid Gujrat, Khara Nawa and Rakhehsanpur) of Muzaffargarh and imparted vocational training in selected trades (professional cook, receptionist, masonry, plumbing, tailoring/embroidery, welding, electrician, auto-mechanic and mobile repairing) to 65 individuals⁷⁰. A similar strategy can be adopted by PVTC and TEVTA.

⁶⁹ <http://www.pvtc.gop.pk/ResearchDevelopment.aspx>

⁷⁰ <https://www.psdof.org.pk/project-view/six-model-villages/?e=atiq5%40outlook.com>

Recommendations

How to promote women's participation in TVET?

Recommendations for increasing women's participation in the TVET system are:

- Use of multiple media in admission campaigns: The institutes should use multiple media (social media, admission camps etc.) in admission campaign.
- Diversification of trades: New trades of training other than conventional ones (beautician and skin care, tailoring and embroidery and computer and IT) should be opened up for women. Courses should be introduced keeping in the dynamics of local markets. Deputy Director (DD), Human Resource (HR), TEVTA gave examples: "in Shah Alam market area a course related to leather products would be very useful and in Township area Beautician course would market well". In order to attract participation in new trades, stipends can be withdrawn from old trades and be provided to students enrolled in only non-conventional trades.
- Change in the approach of financing: Stipends often create side effects: a) open up window of favouritism; b) create inefficiency on the part of students; c) negatively affect their self-esteem; and d) discourage students of regular programmes. The policy of scholarships should be changed. Instead of providing financial incentives to students, experts should be hired from the market to facilitate courses in new trades, which are in demand. Fee may be charged from the participants who can afford.
- Engagement of parents: The institutes should hold events on regular basis. Parents and close relatives of the institutes should be invited. It will build up their confidence. Secondly, it will spread a positive word of mouth for TVET.
- Domestic workers are often subject to violence. They are present in large number in the province, especially in big cities. The domestic workers, especially children are often subject to violence. Several cases have been reported in recent years. They can be traced and facilitated to get vocational training. It would help in curbing violence against domestic workers and eradicating child labour too.
- Women graduates, especially of technology colleges may be facilitated to launch their own vocational centres.
- Quality of instruction:
 - Experts should be invited from the industry on different technical themes. Such lectures should be recorded and be used by the instructors in classes in future.
 - Use of digital media in teaching should be promoted. For example, an instructor of beautician course can use a video clip to demonstrate a new technique or process. The proposed initiative will also bridge up the gap between learning being delivered at vocational institutes and actual practices in the industry. Rather in many cases, vocational institutes are expected to move ahead of the industry.

- Reliance on the visiting instructors should be improved and on the regular faculty be reduced.
- The courses which are not needed by the industry should be removed and replaced with new courses. Instructors of the removed courses may be transferred to areas where their skills are in need.
- Exposure visits: The institutes should organize visits to industrial estates and companies. There are hundreds of companies operating in garments export business, which can be approached for the visits. Pharmaceutical companies can be helpful in arranging visits for the students of beautician and skin care.
- Project assignments: Exposure to external world is crucial. Students should be tasked to work in groups. They may be asked to do some assignments in the markets/industry.
- Anti-harassment laws and tactics: Harassment is common at workplaces and on the streets. All students need to learn how to deal with odd situations. They need to get awareness about the anti-harassment laws and coping mechanics. List of relevant laws are briefly presented in Annex-I of the Part 1 of this report.
- Community engagement: All vocational institutes should organize special events such as Independence Day, Pakistan Day, Eid mela, jashane-e-baharan etc. In these events students and instructors should be allowed to set up their stalls and display their products. Public can be invited to see the products and purchase them.
- Integration of different TVET programmes: In order to produce a positive synergy out of different TVET programmes, it is proposed that a collective approach should be worked out and put in place to discourage competition on quantity and to promote competition on quality. They can launch joint admission campaigns too.
- Special programmes for business professionals: In order to improve brand value, the institutes should offer short programmes for business professionals and graduates. For example, if an MBA is interested to launch a business of garments, she needs some technical knowledge of garments. The only option left with her is to rely on some karegar. If TVET institutes offer such short programmes (may be for a duration of 1-2 weeks each), it will not only help aspiring/new entrepreneurs but will also open up employment opportunities for its own students.
- Promotion of practicing entrepreneur-instructors: Instructors who are running their own small businesses such as beauty parlours, boutiques etc. should be facilitated to become members of the women chambers so that they can keep eyes on the business opportunities and develop networks for seeking job opportunities for their students.

How to enhance employability?

- Preparation for interviews: At the end of each diploma/training, some special sessions should be organized by inviting any HR expert, to teach students how to prepare an effective CV and how to prepare for interviews. Mock sessions for interview would be helpful.
- Linkages with the industry: Strong linkages with the industry should be developed. Suggested strategies:
 - Each institute should develop directory of its alumni. It is easier to get connected with an alumnus and establish linkages. There would be some graduates working in the industry. They would be helpful in connecting the institutes with the industry.
 - Each institute may prepare a list of its graduates who are working as entrepreneurs. It may then approach them and facilitate them in getting membership of the local women chamber. Presence of TVET alumni on the boards of women chambers will

also catalyse the process of establishing linkages with the industry. For example, they can launch joint industry research projects and then they can come up with more effective strategies. Even options such as exchange of instructors and imparting training to each other's teaching staff can also be considered.

- Quota in jobs: Government of Punjab has fixed a quote of 15% in jobs for women in the public sector⁷¹. The government may extend the purview of this policy to private sector too. It will create plenty of job opportunities for women in the province. Besides, if all outlets are asked to employ at least one technical person, then a large number of TEVT graduates would get employed.
- Projection of students innovations: TEVTA and PVTC may contact some TV channels to hold regular shows on the pattern of "Jago Pakistan, ARY Digital. In such programmes, prominent female students/graduates of TEVT system may be invited to present their products. It will not only boost motivation among students but will also improve social recognition of the TVET.
- Job portals: Awareness about the job portal⁷² of TEVTA should be created. Data analytics be applied on the data generated through the portal, which can be used in decision making at various level - policy level as well as at institute level.
- Impact studies: Existing tracer studies are inadequate to determine the extent of actual employability. Reason is that a considerable number of employed women (either employed or self-employed), are earning much below the minimum wage rates set by the government. They are counted as employed in the tracer studies, but in reality, they are underemployed. Secondly, the studies conducted involved getting responses from the graduates at the time of entry into jobs or business. It is not known what happened to them thereafter.

How to promote entrepreneurship?

- Business ecosystem: The existing labour market does not have adequate capacity to absorb all graduates of vocational education. In order to absorb all of them, a viable option is to promote entrepreneurship. TEVTAs would have to take measure to develop an ecosystem conducive for the new entrepreneurs. In big cities Sunday bazars are held on weekly basis. The TEVTA may approach the local governments/district administrations in allocating separate blocks/corners for women entrepreneurs. The vocational institutes may facilitate their students in selling their products.
- Courses for entrepreneurship: It is recommended that in every trade four short courses must be added:
 - Entrepreneurship
 - Financial literacy
 - Digital literacy
 - Social media marketing
- Product marketing: Each student should be encouraged to develop her own YouTube channel. She can upload short clips of her products, which she makes at the institute or at home. It will inculcate a positive energy and motivation to grow. Besides, it will also spark motivation among others to show best of their talents.

⁷¹ Pakistan Economic Survey 2017-18, p. 183

⁷² <http://tevta-slmis.gop.pk/statistics-facts/>

- Freelancing work: Many students can earn as freelancers while working at the online freelancers' platforms such as Fivver and Upwork. Freelancing can even be introduced as a separate trade in the vocational institutes. The students should understand that conventional models of earning are shrinking so they have to learn quickly the futuristic models of working and earning.
- Projection of women entrepreneurs: TEVTA and PVTC may talk with TV channels to start special programmes on women entrepreneurship. In each segment, they can invite one women entrepreneur and telecast her interview reflecting how did she start business, what hurdles did she face, how did she overcome them and what were the key success factors. These recordings can be used by instructors of the vocational institutes while teaching entrepreneurship to their students.
- Documentaries of women entrepreneurs: TVET SSP, GIZ may help in preparing a series of documentaries on successful women entrepreneurs. Such documentaries can also be used by vocational institutes. These documentaries should be recorded in Urdu language for greater coverage.
- Collaboration with business schools: Collaborative approach can be applied to bring out successful entrepreneurship models. Ideally, a team of a business graduate, an IT graduate and a TVET graduate can prove to be very effective in designing, launching and running a new business on modern lines. TVET graduate will look after production side, the business graduate will manage the overall business model, and the IT graduate will market the products using digital media and other technologies. This team is also expected to come up with more innovative models of businesses.

Suggested studies

- How does financial incentives available to students affect their self-esteem and the self-esteem of the vocational students who fail to get any incentive?
- Preparation of case studies of the success stories of women entrepreneurs
- Value for money analysis of the selected trade.
- Mapping of training opportunities (under public, private and development sectors) is needed.

Others

- Strict enforcement of minimum wage rates: The TEVTA may approach the relevant authorities to ensure that the policy of minimum wage rates is strictly enforced, and violators are brought to the books.
- A quite unexpected change is evident across different levels of income strata. Figure 20 shows that at lower income group level, number of female earners has considerably declined during the last 10 years, while in higher income groups, change is not much stark. Factors behind this change need to be thoroughly investigated. A separate study is needed to unearth factors behind this change. Findings of the study will help in adjusting nature of the courses.

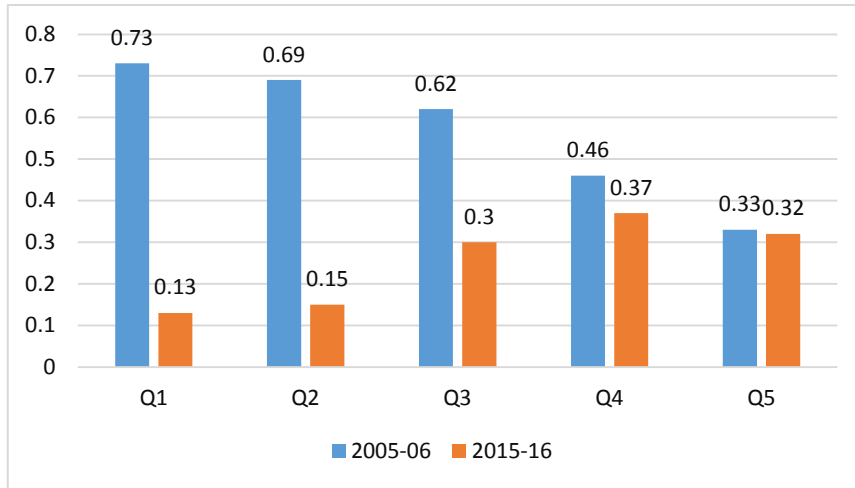


Figure 20 Number of female earners in different income groups in Punjab

Source: HIES 2005-06⁷³ and 2015-16⁷⁴.

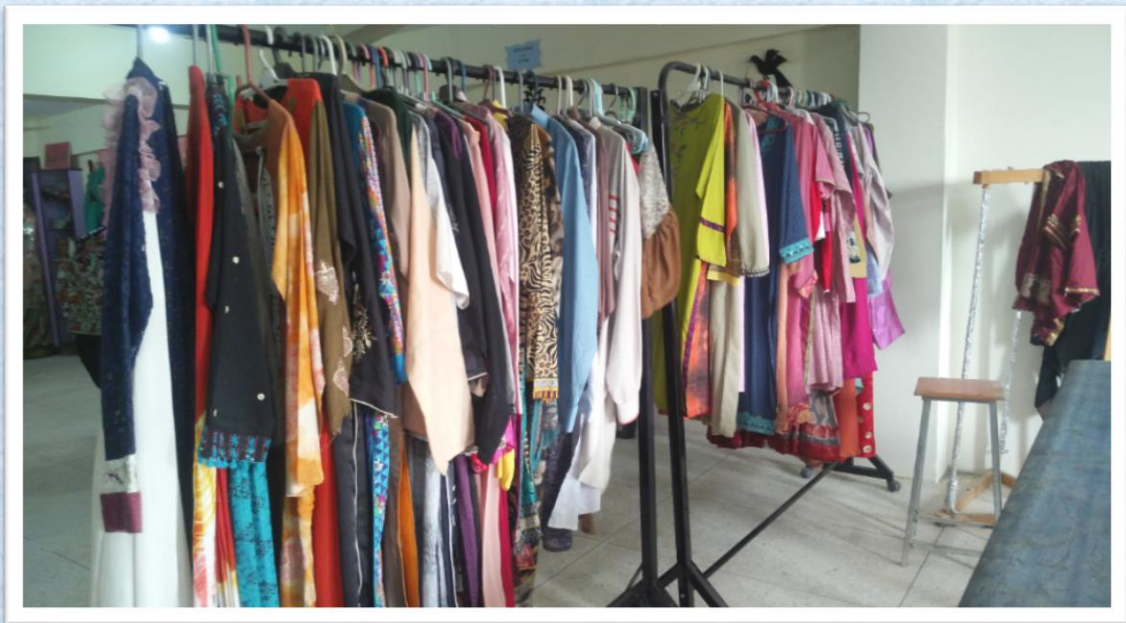
- Vocational institutes and the NGOs need to learn from the experience of each other and take advantage of each other's competencies.

⁷³ http://www.pbs.gov.pk/sites/default/files/social_statistics/publications/hies05_06/table6.pdf

⁷⁴ http://www.pbs.gov.pk/sites/default/files//pslm/publications/hies15-16/TABLE_06.pdf

Organizational Assessment of Women TVET Institutes in Pakistan

Part 3



Sindh

Labour market of the province

Population and labour force participation

Population of the province Sindh is about 48 million and is growing at the rate of 2.41% per annum⁷⁵. Figure 21 shows that female labour force participation in Sindh is less than 1/12th of that of male in urban areas. It implies that a big bulk of female human resource is yet to be mobilized for engagement in economic activities. If we assume that female population in working age is equivalent to that of male population in the urban areas of Sindh, then it appears that at least 5 million females living in urban Sindh can be economically empowered and mobilized by providing them vocational training.

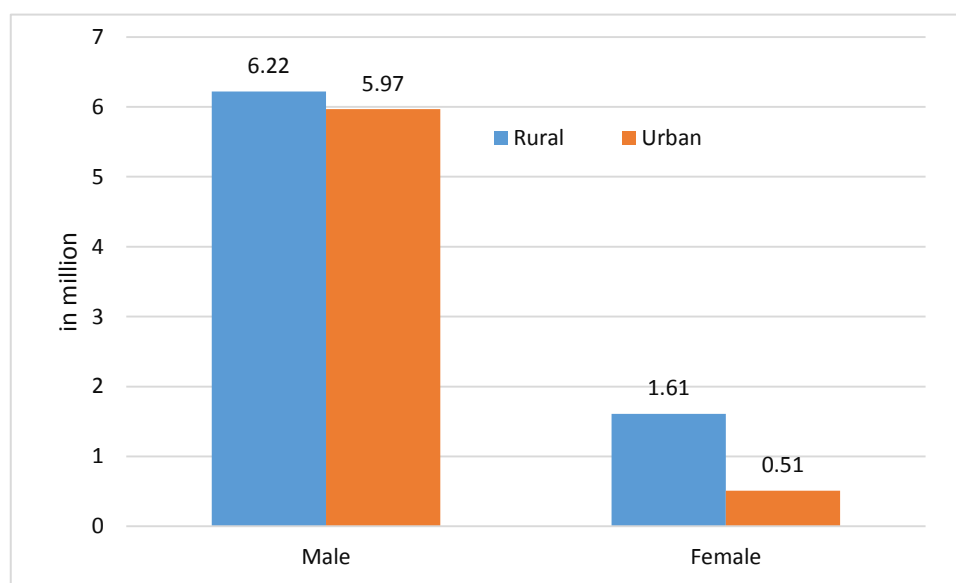


Figure 21 Gender-wise labour force participation in Sindh (2014-15)

⁷⁵ Pakistan Economic Survey 2017-18, p. 180

Unemployment

In total around 0.23 million females were unemployed in 2014-15 in Sindh: 39% in rural areas and remaining 61% in urban areas⁷⁶. In other words, 0.23 million people are expected to be readily available for vocational training.

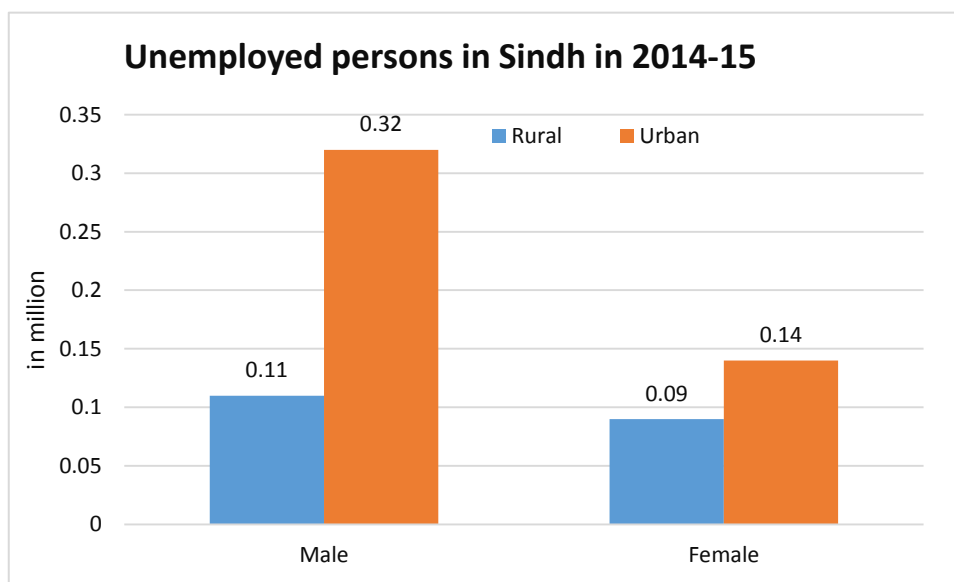


Figure 22 Gender-wise unemployed people in Sindh

Job Market

On overall basis, demand of the workforce in the province is 105,268. Jobs are mainly concentrated in four sectors manufacturing (79,560), services (13,815), construction (8,670) and energy sector (3,223)⁷⁷.

⁷⁶ Derived from Labour Force Survey 2014-15

⁷⁷ Skill gap Analysis Sindh, 2018, available at [http://tvetreform.org.pk/wp-content/uploads/downloads/governance/Skill%20Gap%20Analysis%20\(Sindh\).pdf](http://tvetreform.org.pk/wp-content/uploads/downloads/governance/Skill%20Gap%20Analysis%20(Sindh).pdf)

Methodology of the study

Twelve (12) FGDs and three (3) KIIs were conducted in Sindh (in Karachi and Hyderabad). A total of 89 individuals participated in the FGDs. The participants represented all major categories of stakeholders including STEVTA, students, instructors, principals, graduates, interns and employers (Figure 23). All participants of the FGDs were female. Details are presented in Annex 3.

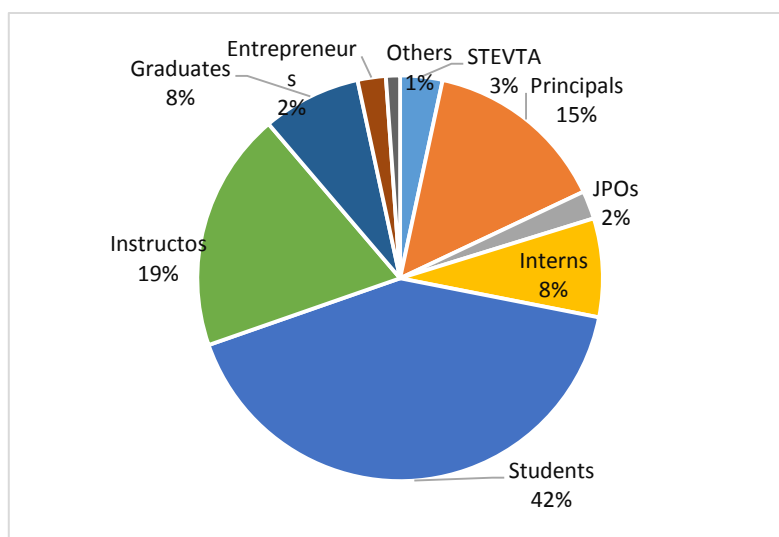


Figure 23 Distribution of participants of the FGDs

The qualitative data gathered through FGDs and KIIs were supplemented with the review of extensive literature.

The current situation of women's participation in TVET and labour market

Institutes

The province has 620 registered training institutes, out of which 196 are technical and 424 are vocational institutes⁷⁸. These institutes are spread all over Sindh. The province has about 7 institutes/centres for every one million females against the national average of 11 institutes. Major categories of the institutes are:

- **Government Colleges of Technology (GCTs):** Out of 11 GTCs two are for women - which are situated in Karachi.

⁷⁸ Skill gap Analysis Sindh, 2018, available at [http://tvetreform.org.pk/wp-content/uploads/downloads/governance/Skill%20Gap%20Analysis%20\(Sindh\).pdf](http://tvetreform.org.pk/wp-content/uploads/downloads/governance/Skill%20Gap%20Analysis%20(Sindh).pdf)

- **Government Polytechnic Institutes (GPIs):** Out of 32 GPIs, five are for girls/women - three are located in Karachi and one each in Hyderabad and Sukkur.
- **Government Monotechnic Institutes (GMIs):** There are 38 GMIs in the province out of which only one is for women, which is in Benazirabad.
- **Government Vocational Training Institutes (GVITs):** Out of total 9 GVITs, only one is dedicated for girls. It is in Karachi.
- **Government Vocational Training Centres (GVTCs):** There are 48 GVTCs in the province, out of which, 22 are for females: 8 are located in Karachi, 2 each in Hyderabad and Larkana, and one each in Thatta, Sukkur, Shikarpur, Mirpurkhas, Benazirabad, Khanpur, Badin, Dadu and Jacobabad.
- **Govt. Institutes of Business & Commercial Education (GIBCEs):** In total the province has 40 GIBCEs. None is exclusively meant for females.
- Private registered institutes: Exact number is not known.
- **Government Vocational Institutes (GVIs):** The province has 14 GVIs, out of which 8 are meant for girls/women: three are situated in Karachi and one each is in Hyderabad, Benazirabad, Sukkur, Mirpurkhas and Jacobabad.
- **Government Vocational Schools (GVCs):** There are 69 GVCs in the province and all are for women. They are spread all over the province.
- **Shaheen Vocational Training Institutes (SVTIs):** SVTIs are being run under the arrangement of public private partnership.
- **Fauji Foundation vocational training centres (FFVTCs)**⁷⁹: In Sindh FFVTCs are located in Karachi, Mirpurkhas, Sanghar and Hyderabad

About 28% of all female TEVET institutes which have got accreditation (5 out of 18) are located in Sindh - situated in two cities of the province, including Karachi and Hyderabad⁸⁰.

Instructors

The province Sindh has 714 female teachers working with TVET system. The number of female teachers available for everyone million female population of the province is 31 against the national average of 42. However, it ranks, among all provinces, second on this account.

Training Programmes

Training programmes available to women in Sindh, are in more diverse areas. The non-conventional programmes introduced in the institutes include graphic designing, interior designing, *mehndi*, hospitality, food preservation, electronics, architecture and secretarial technology. However, in most of the vocational institutes, only conventional trainings are offered which include tailoring and beautician courses.

Methods of admission campaign

Admission campaign is currently launched at the provincial level by STEVTA and at the institute level by the institutes on their own. Variety of methods are used to advertise the courses. In order to find out the methods which are considered effective by the students, a

⁷⁹ <http://www.fauji.org.pk/fauji/welfare/education/vocational-training-centres>

⁸⁰ http://navttc.org/?page_id=971

question was asked from all participants of the FGDs (students) conducted in Sindh: How did you get information about the admission”. Results show that 60% of the students got information from the existing students of the institutes/centres, 12% through social media and another 12% through TV and cable TV. Only 6% of the students received admission information through newspapers. In Hyderabad, all students came through the references of their friends who were currently studying or had studied in the same institutes in the past. It shows that informal methods prove to be more effective than formal methods. A review of the Facebook pages of selected institutes showed that there was a considerable level of social engagement taking place (see Figure 34).

Holding admission camps in different locations, use of social media (through social networks of instructors, students and alumni) and displaying banners in different locations can produce better results.

Enrolment

The share of female enrolment in the technical institutes is very low (i.e. 5%). However, it is much better (i.e. 40%) in the vocational institutes⁸¹. However, it should be kept in view that about 30% of the female students enrolled in the vocational institutes, as reported by the institute, fall in the category of repeat cases i.e. after completing training in one trade, they join another. Enrolment dominates in three categories of training: dress making and fashion designing, beautician and skin care, and IT and office management. Although, female enrolment in non-conventional trades such as AutoCAD is picking up, however, training opportunities for women in non-conventional trades are very limited.

Organization Culture

Organizational culture was found to be very supportive for instructors and students. Some female instructors reportedly supported needy students, helped them in many ways: career counselling, finding internship opportunities, preparing CVs, preparing for interviews and finding jobs, handling their personal matters etc. Some institutes provide transport and day care facilities to their instructors. An instructor of VTI Bufferzone shared a case stating how she supported a student who had been asked by her family to quit training and resume job. She stated the story as follows: “One of my students was doing a job and earning Rs. 4,000/month before joining training at our institute. When she was in fourth month of her training, her mother asked her to quit the training as the family was facing financial pressure. The student was very much upset. I talked to her mother. After a lot of arguments, finally she agreed to let her complete the diploma. After completion of the training, she managed to get a job with a salary of Rs. 15,000 per month”.

⁸¹ Skill Gaps Analysis - Sindh, 2018

Strengths and weaknesses of the TVET system in Sindh

Strengths of the TVET system

Institutional strengths

- **Board of the STEVTA:** The board of STEVTA is comprised of 16 members⁸². It has two members of the provincial assembly, two industrialists and one agriculturist too. Presence of parliamentarians on the board gives an opportunity to the TVET system to bring the TVET related issues to the forum of parliament. However, there is need to make a provision of some slots reserved for women on the board.
- **Regional TEVTA directorate:** The province has been administratively divided by the TEVTA into five regions: Karachi, Hyderabad, Mirpurkhas, Sukkur and Larkana. In each region, a directorate has been setup which looks after the matters related to TEVTA activities in its respective region.
- **Digitization of the TVET M&E:** The STEVTA is in the process of digitizing its monitoring and evaluation (M&E) system. This initiative will help the management of TEVTA in making evidence-based decisions.
- **Career counselling and placement centres (CCPCs):** CCPCs have been set up at selected vocational centres, which are tasked to explore job and internship opportunities for students/graduates of the centres.
- **Workplace based Training (WBT) Projects:** The STEVTA in collaboration with TVET SSP launched workplace-based training (WBT) projects where institutes are implementing demand-based courses in collaboration with industry. The STEVTA has implemented WBT through 30 institutes in 2018.

Development strengths

Special development projects/programmes have been launched by the provincial government to promote TVET system, as briefly described below:

- **Benazir Bhutto Shaheed Youth Development Programme (BBSYDP)⁸³:** The BBSYDP was launched in 2009. Under this programme unemployed youth (with age 18-35) was provided free skill development training in 68 vocational centres/institutes, spread all over the province. Training areas included: tailoring and dress making, machine embroidery, office management skill (OMS), data processing assistant (DPA), refrigeration & air-conditioning mechanic, general electrician. Each trainee was provided a monthly stipend of Rs. 2,500. Minimum qualification required for admission in most of the programmes (except OMS and DPA) was middle to matric. It was intermediate for OMS and DPA.
- **Sindh Skill Development Project (SSDP)⁸⁴:** The basic objectives of the SSDP is to improve employability of TVET students through improving quality of training (such as enhancing capacity) in the existing training institutes/centres and introducing necessary reforms (such as introducing CBTs) in the TVET system.

⁸² <http://www.stevta.gos.pk/BoG.aspx>

⁸³ <http://www.stevta.gos.pk/Projects.aspx?cat=BBSYDP>

⁸⁴ <http://ssdp.stevta.gos.pk/index.php>

- **On-Job-training (OJT):** In a diploma of six months duration, each student is required to work in industry for a duration of one month. The Institute Management Committees (IMCs) have been constituted to help the institutes in finding out OJT opportunities in the industry (see details in the next section). In some institutes principals and job placement officers use their own contacts to create internship opportunities in the industry. The OJT provides a platform to the students to get exposure to practical skills, develop professional contacts and explore job opportunities. Some of the girls have succeeded in getting jobs as well. For example, Ariba from Bufferzone Institute got internship in Meezan Bank and finally succeeded in securing job too in the bank.
- **Annual Development Programme:** The provincial government has allocated Rs. 959 million for 19 different projects for the year 2018-19, which shows that the level of commitment of the government for the promotion of TVET system is high. Major projects related to TVET for women launched in the province are:
 - Establishment of Government Vocational Centres for Girls (09 Units) in Sindh (Larkana, Khairpur, & N.Feroze (2 Unit each), Mirpurkhas, Umerkot & Tharparkar (1 Unit each)
 - Establishment of Government Vocational Training Centres for Girls (04 Units) (Mirpurkhas, Sanghar & N.Feroze)
 - Up-gradation of Government Vocational Centres for Girls at Naushehro Feroze
 - Establishment of Vocational Centres for girls (04 Units), (i) Village Punhal Khan Chandio Taluka Sakrand District S.B.A, (ii) Drib Pir Mehar Ali Shah Taluka Kingri District Khairpur, (iii) Village Noorabad Taluka Warah District Kamber and (iv) village Dassor Taluka Jhando Mari District Tando Allah Yar
 - Establishment of Skill Development Center for Women with Disabilities in Karachi

Operational strengths

- The provincial TEVTA has created **IMCs**⁸⁵, which are headed by private sector employers. These committees provide leadership to the selected vocational training centres. The IMCs are supposed to provide guidance to the institute, approve training plan and budget of the institute, monitor performance of the staff, establish linkage with industry and facilitate graduates in finding internships and jobs. Each committee consists of nine (9) members: four from employers' side, two from trade unions/NGOs and three from the TEVTA (including principal of the respective institute, and one representative each of STEVTA and Manager Employment Exchange). The Principal of the institute acts as secretary of the committee. The IMCs report and are accountable to the respective directors of the STEVTA.
- **Students forum:** The STEVTA has created a page of students' forum on its website. It will bridge up communication gap between the students and the STEVTA management. However, this forum is not yet functional⁸⁶.
- **Provision of material:** In government institutes material used in the lab work is furnished by the training institutes. However, they can't take away their own products from the institutes. In private institutes such as Memon Institute, students have to purchase material on their own and they can take away their own products from the institute.
- **Machines:** Government institutes are well equipped with machinery and lab equipment. This is recognized by the management of private sector institutes too that government institutes are better equipped than the private institutes.

⁸⁵ <http://www.stevta.gos.pk/downloads/ssdp/annexA.pdf>

⁸⁶ <http://www.stevta.gos.pk/Forum.aspx>

- **Scholarships/Stipends:** Several types of scholarships and stipends are available to the students of government institutes⁸⁷. Even their fee structure is also on lower side. On the other hand, options of financial aid in the private sector institutes are very limited and often non-existent. Besides, they charge fee up to Rs.2,000/month.

Social and demographic strengths

- **Expanding boundaries for women:** Demographic changes coupled with economic pressures are expanding boundaries for women. For example, previously AutoCAD was considered only for men. However, now in many institutes, girls are taking these courses and breaking the barriers. Although, it is yet widely believed that only limited trades are suitable for women, but it is a sign of good omen that patterns are changing. Suggested new trades may be included:
 - E-marketing
 - Platter setting
 - Gift wrapping
 - Laundry management
 - Master (fabrics) cutter⁸⁸
 - Ladies gym
 - Beauty clinic

Market related strengths

- **Labour market:** Labour market in Karachi is more favourable for women than other parts of the province. It is because of the high concentration of industry and commercial offices in the city. Students of vocational institutes have got jobs in garments factories, boutiques, restaurants and bakeries and service-oriented organizations such as banks and courier services.
- **Women chamber:** Women Chamber of Commerce and Industry, Karachi provides help to women who are aspiring to do their own businesses. It organizes exhibitions and provides a forum to women where they can display their products and market them. Students who aspire to become entrepreneurs can approach the chamber and seek guidance. The vocational institutes can also find mentors for their students, from the members of the chamber.
- **Introduction of new courses:** Some of the newly introduced programmes have received positive response from the market. IT courses are gaining popularity. Salaries of IT graduates are on higher side.
- **Linkages with industry:** Linkages with industry are crucial for the success of the institutes and their students. Linkages do not only promote the flow of practical knowledge/skills from the industry to the institutes but also open up jobs and business opportunities for students. An easier and effective way of establishing linkages is to hire visiting faculty from the industry. Some institutes (such as Memon Institute, Karachi and Isra University, Hyderabad) have managed to build strong linkages with the industry.

⁸⁷ The initiatives include Sindh Skill Development Project; Benazir Bhutto Shaheed Youth Development Project (BBSYDP)

⁸⁸ A participant of FGD8 reported that starting salary of master cutter in Karachi is Rs. 45,000 per month

Opportunities

Karachi has a strong industrial and commercial base. Secondly, almost all leading companies and banks operating in Pakistan have their headquarters located in Karachi. Besides, it is also pertinent to note that almost 99% of the exports of Pakistan are routed through Karachi. Garment industry has huge potential, which can be exploited.

There are many other opportunities, some of them are listed below:

1. Strong linkage of TVET SSP with business and industrial associations (BIAs) representing six economic sectors.
2. Around 33 enterprises are onboard to support the on-the-job training
3. The WBT Advisory Board has been constituted which is comprised of representatives from industry. It supports institutes in networking with industry
4. Joint Secretariat of TVET Advisory Forum Sindh is functional and possesses reasonable participation from industry
5. Services sector in Karachi and other big cities of Sindh is expanding and overall it covers 54% of economy. This sector accommodates major portion of female staff. The prominent business in the service sector is retail, customer services, E-commerce etc.

The institutes will have to explore such opportunities and exploit them

Weaknesses of the TVET system

Barriers to enrolment

- **Fee vs financial incentives:** Fee is a barrier to enrolment, in cases where attractions such as scholarship or stipends are not available. Willingness to pay for vocational training is low. It is worth-noting that on one hand regular students have to pay fee while students enrolled under certain programmes such as PMYDP are not only exempted from fees but also get financial benefits and professional kits. This discrepancy allows the entry of many students who don't have genuine needs of training. Secondly, it also discourages regular students. Thirdly, it makes it difficult for the institutes to attract applicants for their regular programmes.
- **Weak demand of TVET:** Effective demand of the TVET is weak. There are three major reasons of weak demand. First, jobs are not easily available for women. If jobs are available, then salaries offered to them are often very low. Abundant supply of women trained in certain sectors such as dress-making and beauty care has depressed wages. Second, the social value of vocational education is low. Director IC/Sindh TEVTA rightly pointed, "TVET is not widely accepted and recognized as a qualification in the society". Third, many families don't allow their women to get admission in vocational institutes due to financial constraints. However, it is a paradox that on one hand poor and marginalized people suffer from scarcity of means but on the other hand they are not willing to let their women to learn new skills to add value.
- **Cultural barriers:** Many families impose restrictions on the movement of girls. Cultural barriers are mainly linked to the issues of security of females. Male ego is another factor behind the cultural barriers.
- **Women security:** Threats of harassment of females on roads are common. Such threats become barriers for women to move outside of their homes for attending any training or

doing job. Women are usually never taught how to deal with a situation of harassment and how to protect themselves. Laws against harassment exist but women are not aware about them. Surprisingly none of the students interviewed had any knowledge about the harassment laws.

- **Poor incentives for women to work:** If a woman gets training and starts doing job, she is still likely to remain financially insecure in many families. Since males dominate in the families, power to use that money will still rest with men. Director IC, Sindh TEVTA reports, “in many families women’s earning is taken away by men”. Hence, incentives for women to develop more skills and get employment are undermined. How to address this issue? Cultural change takes time to come. However, some catalysts of change can be put in place. For example, all newly employed women/girls can be facilitated to open their bank accounts so that their salaries directly transfer to their accounts.
- **Lack of Transport:** Lack of transport facility is one of the biggest constraints for students. Some students have to incur Rs. 100/day as transport cost. Many families cannot afford it. Several participants of the FGDs also indicated that lack of transport facility was a big barrier for students. It is very likely that many girls and women sitting at their homes would be interested to attend vocational training, but they can’t because of lack of transport facility. Public transport is available in some locations, but it is mostly not convenient for girls. Buses are overcrowded, and women are easily subject to harassment.
- **Timing:** Multiple training shifts are not available in majority of the institutes. Timings of the vocational centres often conflict with the timings of school and colleges. Secondly, timings of training are too long for many housewives to afford. Since reduction in timings can affect quality of training, hence, some other solutions will have to be worked out. Students can be divided into two categories: a) students who come for learning skills so that they can get jobs; and b) students who come to learn skills so that they can undertake income generating activities at their homes. Special short duration programmes can be launched for students falling in category ‘b’. It will serve the needs of those women who are sitting at homes but can’t join training due to time constraints.
- **Inadequate focus and integration in the TVET approach:** Many initiatives have been taken in the public sector such as PMYP, BBSYDP, Waseela-e-Rozgar etc. However, there is a growing feeling that a focused and integrated approach is missing. Eventually, these initiatives are competing with each other and with regular programmes of the vocational institutes/centres to get students. Director Academic and Training (A&T), STEVT said, “many students join training only to get financial benefits such as stipends”.

Issues related to quality of education

- **Quality of teaching:** It is widely believed that the quality of vocational training is not up to the mark, hence, graduates of TVET system find it difficult to find jobs. Instructors usually lack exposure to the industry. They teach the stuff which usually lacks alignment with the industry. Many students feel that the instructors need training in new methods and techniques which are being practiced in the industry. Teaching quality is also affected where there is a shortage of instructors and the available instructors have to combine multiple classes to take sessions. Suggested measures include: a) inviting experts from industry and entrepreneurs to impart training to instructors; b) short term attachment of instructors with industry; and c) exposure visits of students to the industry during training phase. The IMCs and Women chambers can prove to be helpful in implementing these suggestions.
- **Curriculum:** Practical value of the existing curricula is perceived as low by entrepreneurs and students. In some industries such as fashion designing, beauty parlors and information technology, changes take place at fast pace, while the curricula related to

such trades are not subject to revision quite often. A women entrepreneur and employer also indicated that practical value of the curriculum was very low. She said, “students of beautician courses come to me for internship. I find that they lack practical skills. So, I teach them what they have not learned in the vocational schools. But it wastes lot of time”. She further added, “the existing curriculum is highly unrealistic”. Many instructors also shared the same feelings. An instructor said, “existing curriculum is mostly not representative of the industry practices. When we send students for OJT, they find many gaps in their own learning.” Many interns endorsed such concerns and reported that what they learned in the institutes significantly differed from the practices they observed during OJT. Hence, it appears that there is a consensus among all key stakeholders over the issue of lack of alignment between the curriculum and the industry practice. If it is not possible to revise the curriculum at desired intervals, then at least small field-based project assignments should be added, which will not only narrow down knowledge gaps but will also create linkages with the industry, paving way for securing jobs in the industry.

- **Lab machinery and equipment**: On overall basis, almost all the institutes reported to have adequate machinery and equipment. However, some issues were reported, which are related to computer and beautician courses. In some institutes, students of computer courses reported inadequacy of computers. As far as requirement of machinery for beautician courses is concerned, it was reported that class rooms needed multimedia projectors and movie cameras. An instructor of beautician courses said, “without camera and projector, many hours are wasted in making demonstration of a technique to all students, as at a time only few students can observe demonstration”.
- **Other issues**: Other issues identified by the participants of the FGDs conducted in Sindh are: a) lack of the accountability of the instructors; b) libraries not equipped with relevant books and periodicals; and c) material provided to students for lab work is inadequate.

Barriers to employment - jobs

A tracer study was carried out by NAVTTC jointly with GIZ. Data were collected from 311 women trained through TVET system, representing 22 districts of Sindh province (see Figure 50). Only 25% of the respondents reported to have succeeded in getting jobs and 37% reported to be self-employed while remaining 38% were yet unemployed (Figure 51). An overwhelming majority of those who managed to get jobs or had own business were mainly concentrated in two trades i.e., fashion design and beauty and health care (Figure 52).

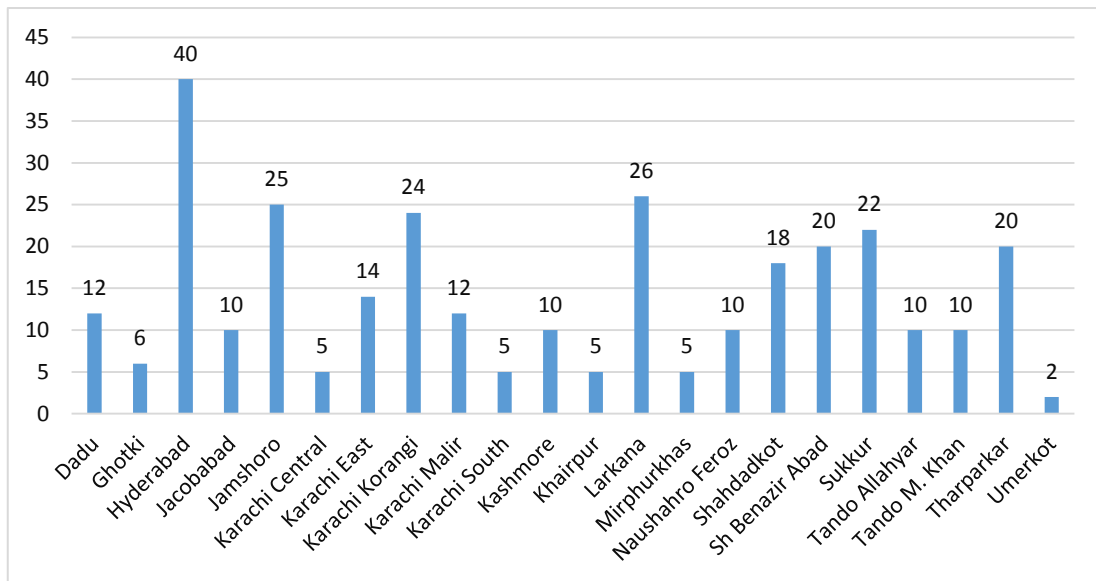


Figure 24 District-wise distribution of female respondents of the Tracer Study

(Data source: NAVTTC, 2018)⁸⁹

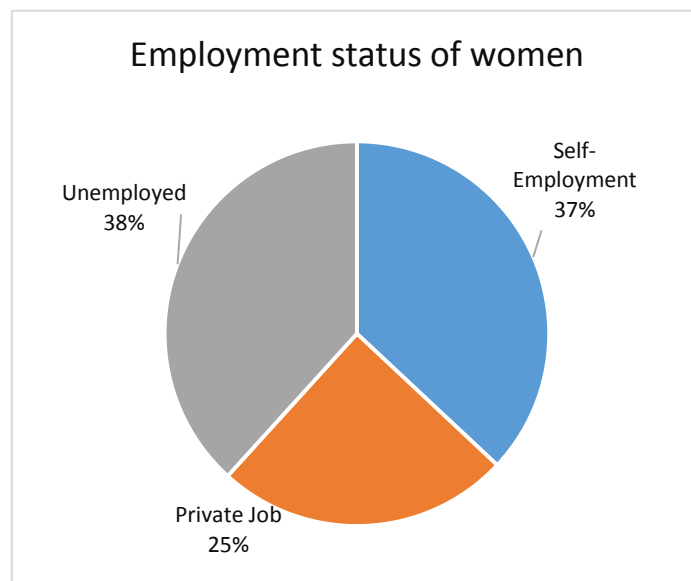


Figure 25 Employment status of women trained from TVET system in KP

(Source: NAVTTC, 2018)

⁸⁹ NAVTTC (2018, Tracer Study of PMYSDP: Phase IV, Batch III.

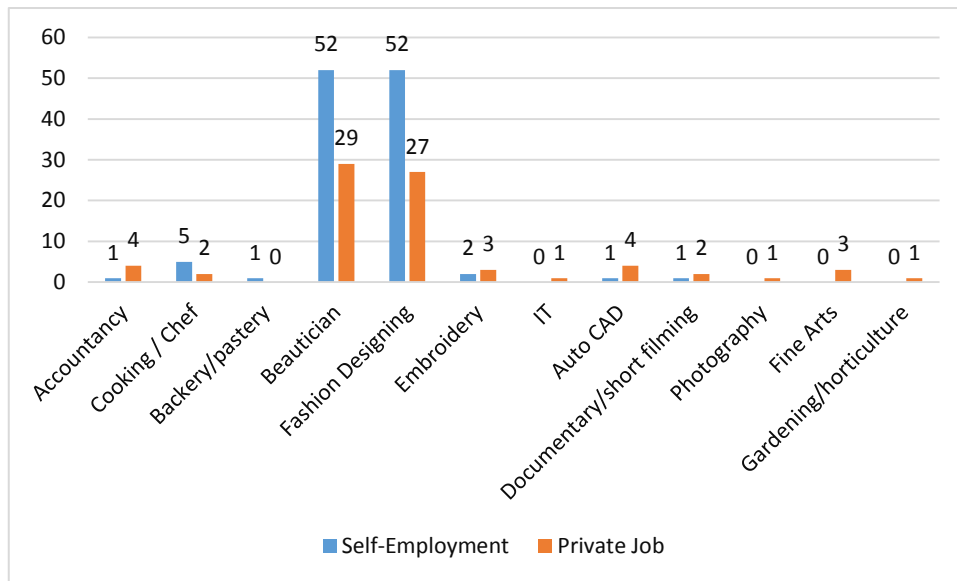


Figure 26 Trade-wise employment of women trained from TVET system in Sindh

(Data source: NAVTTC, 2018)

Barriers to employment identified through FGDs and KIIs can be grouped into five categories: 1) personal factors; 2) institutional factors; 3) social factors; 4) market factors; and 5) organizational factors. These issues are briefly discussed below:

Personal factors

- **Mismatch between trade and the aptitude:** Many students join a training without carefully assessing their personal interest, aptitude and condition of the job market. In many cases, the only attraction is stipend. Consequences of such decisions may include: a) they are unable to develop interest in the training, they are enrolled and hence, fail to gain enough grip on the subject; and/or b) after completing training they are unable to find job of their interest. This is because proper guidance/career counselling service is not available to students in many institutes. This issue becomes more challenging in vocational centres where options of trade are very limited. In such situation, even guidance provided by the instructors may not be free of bias.
- **Attitudinal issues:** Attitude of students does matter a lot. An employer in Karachi said, “graduates of vocational schools are not employable. They need lot of training before they start working. On the other hand, if I hire a karegar (artisan) he starts working outrightly”. There are some attitudinal issues which negatively affect the employability of students. A major issue is the lack of confidence. Fear factor is one of the key constraints. It impedes women’s entry into jobs. Two key factors we have to keep in mind to understand this issue: 1) most of the students hail from poor families and male dominated society; and 2) most of them join TVET only after they find that no other option is available to advance their qualification.
- **Soft skills:** Most of the graduate of vocational centres lack soft skills such as etiquette of workplaces and effective communication skills. Such skills are essentially needed in some jobs. A boutique owner female said, “when I am going to hire girls I am more interested in their soft skills. I judge how will they deal with my customers”. She explained, “if they

behave professionally, they will not only retain existing customers but will also win new customers”.

- **English communication skills:** Industry (especially saloons) wants candidates who can fluently speak English. This skill is essentially needed in beauty parlours, saloons and all customer dealing jobs. Most of the students of vocational programmes lack ability to make conversation in English. Eventually, they find it difficult to get jobs, as employers consider it as an essential skill.

Institutional factors

- **Limited trade options:** Female vocational training institutes offer courses in few trades which include tailoring and embroidery, beautician and computer operator. First two trades are fully saturated almost everywhere. The computer related students do have lot of scope in Karachi, but they struggle in other cities.
- **Lack of career orientation:** Vocational training is not career oriented. Secondly, vocational workers are not given the same status which is given to professional workers.
- **Issues with OJT:** There are many issues associated with existing practice of OJT:
 - **Difficulties in seeking permission of the parents:** The students of dress making, and related trades are required to complete OJT in garments factories. However, many students fail to get permission of their parents to join. If parents are given detailed orientation about the entire course especially about OJT, right at the time of admission, they are more likely to allow their daughters to join the OJT.
 - **Inadequacy of OJT duration:** Currently, the duration of OJT is one month. There is a general feeling among the interns that duration of the OJT is too short to learn skills being practiced at the workplaces.
 - **Venue of the OJT:** Factories are located at faraway places, which make it difficult for the girls to commute, especially when they have to leave offices/workplaces at late hours. A student pointed out that “the venue of OJT was far away from my home. My day used to end at 9 pm. Since transport facility was not provided, I faced severe difficulties”. Similar views were expressed by some other students too.
 - **Assignment of irrelevant tasks:** A considerable number of interns reported that they were not given relevant tasks during OJT. At some places, they were not even allowed to work freely. Even many instructors of the vocational institutes understand this problem. An instructor endorsed it by saying that: “industry is already well-staffed, so our students can’t find any work to do during OJT”. The employers don’t deny this problem. They have their own limitations. An employer explained that “the employers don’t give relevant tasks to the interns because there are many issues associated with it: a) a lot of material is wasted; b) time of their supervisors is wasted; and c) relations with customers are affected.” However, some students did manage to take full advantage of the OJT. An intern said, “during internship if you talk with them [employers and supervisors] and impress them with your knowledge and attitude, they will give you tasks. And if you do a satisfactory work, you are more likely to get a job too. No employer can spare an opportunity of hiring a competent worker”. From all this discussion it appears that interns need to be given in-depth orientation before deputing them on an OJT.
 - **Harassment:** Harassment at workplaces during OJT is also reported.

Social factors

- **Lack of family support:** In many cases, females get job offers but struggle to get support from their families to avail job opportunities. More problems come from their in-laws, if they are engaged or married. A principal of a vocational centre shared a case as follows: “Musarat - a student of our institute was selected for an exposure visit to Dubai. However, her brother-in-law did not allow her to proceed. He said that she would be permitted to leave only if his mother also accompanies her on her visit to Dubai. It was a tough demand. However, we managed to arrange finances for his mother’s travel. Later, her brother-in-law came up with different excuses and eventually she missed the opportunity.”

Market factors

- **Formal jobs are available in only major cities:** Formal jobs are mainly concentrated in only three cities: Karachi, Benazirabad and Sukkur (Figure 27). It puts students of vocational centres located in all other cities at a clear disadvantage.

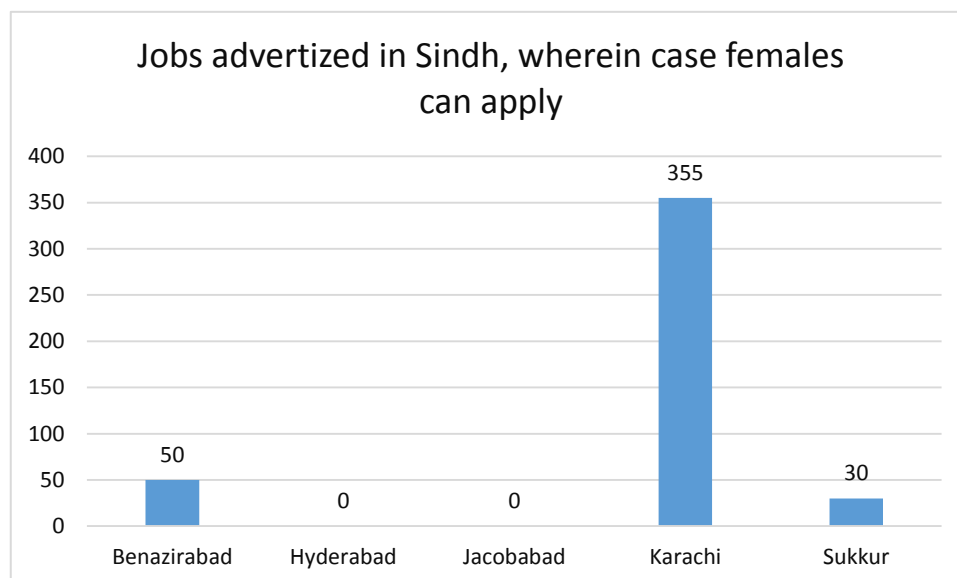


Figure 27 Jobs advertised in Sindh wherein case females could apply

(Data Source: Job Market Dataset of <http://skillingpakistan.org>)

More jobs for more qualified people: Due to availability of a large number of more qualified unemployed people in the country, employers tend to choose more qualified, even with no skills. However, this issue is more relevant to the jobs of computer operators and fashion designing. One option to deal with this issue is that if options are given to diploma holders to upgrade their qualifications, through a well-defined education progression path, it would be helpful.

Communication gaps between institutes and industry: Most of the principals of the government vocational centres believe that the employers don't cooperate with them. A principal of an institute highlighted the issue as: "when we approach companies to get their appointments for any meeting or exposure visit, they don't cooperate. Either they reject the request outrightly or keep us waiting. Only after 4-5 follow ups, we manage to get appointment". The employers, on the other hand, believe that they don't find any value in such interactions. It is quite understandable that business persons are very unlikely to invest time and resources where he/she finds no returns. Even if IMCs provide support in getting connected with the industry but the institutes have to build and sustain relationships through terms which equally benefit the both parties. This is obviously very challenging task. The institutes will have to work out innovative strategies to meet this challenge. Options include: 1) creating a network of their alumni and capitalizing on such relationships; 2) inviting guest speakers from the industry; and 3) hiring visiting faculty from the industry to teach certain courses.

Organizational factors

- **Transport:** A biggest challenge for working women is to get a safe, secure and affordable transport facility. Only small companies provide transport facilities, while in majority of the cases the employees have to arrange it on their own.
- **Low wages:** Wages for women, on overall basis, are very low. However, reported wages for graduates from Memon Industrial & Technical Institute (MITI), Karachi are considerably higher than that of the graduates coming from the government training institutes. Secondly, wages also considerably vary across the trades, as presented in **Table 5** and briefly reported below:
 - **Beautician:** The starting salary in beauty parlours ranges from Rs. 4,000 to Rs. 12,000. Even in some cases, they have to work without any salary for few months. However, later salaries increase. The graduates of beautician courses are now drawing salaries ranging from Rs. 9,000 to Rs. 25,000/month. Interaction with owners of beauty parlours reveals that personality and communication skills of an employee matters more in determining her salary than her technical skills.
 - **Dress making/fashion designing:** The starting salaries in garments factories range from Rs. 3,000 to Rs. 6,000 per month - far below the minimum wage rates set by the government. Due to low salaries, turnover of employees is high. It shows that the supply of semi-skilled labour in the industry is more than the requirement. There are three options available with the vocational institutes to cope with this challenge: 1) reduce the number of courses related to dress making and fashion designing and offer courses in other trades; 2) move towards higher end of technology and quality; and 3) add a course on entrepreneurship so that their graduates can start their own business ventures.
 - **Computer:** The graduates of computer related courses get slightly higher starting salaries. For example, the starting salary of graduates of graphic designing is Rs. 10,000.

Table 5 Starting salaries of the graduates of vocational training (in Rs. ,000)

	Beauty parlours	Dress making / fashion	Computer
FGD2	3-4		
FGD3	6-7	5	10
FGD6	4-12	15-20	
FGD9		6	

- **Gender wage gap:** Gender wage gap analysis, based on the data of Pakistan Bureau of Statistics, presented in **Table 6** reveals that gender wage gap is high in the category of technicians and associate professionals (47%), followed by the category of craft and related workers (41%). Minimum wage rates fixed by the provincial government is Rs. 15,000 whereas a large majority of the women workers have average monthly wages less than the minimum wage limit (**Figure 28**, **Figure 29** and **Figure 30**).

Table 6 Gender wage gaps in selected trades in Sindh

Trade	Average monthly wages (Rs.)		Gender Wage Gap (in %)
	Female	Male	
Technicians & Associate Professionals	12191	22868	46.69
Craft & related trade workers	7116	12083	41.11
Plant & machine operators	9037	12334	26.73

Source: Pakistan Bureau of Statistics⁹⁰

⁹⁰ Available at <http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2013-14/t43-pak-fin.pdf>

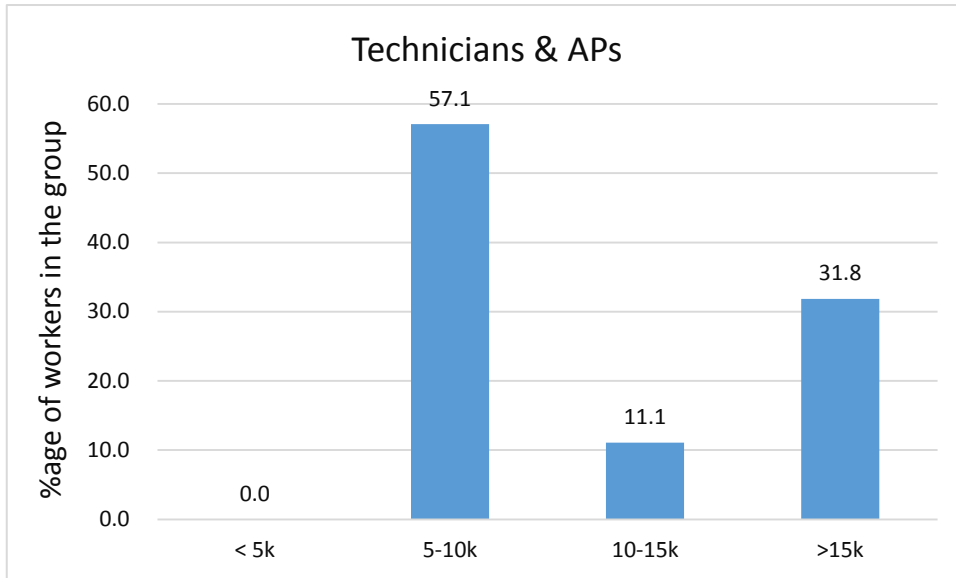


Figure 28 Salaries of women employed as technicians and APs in Sindh

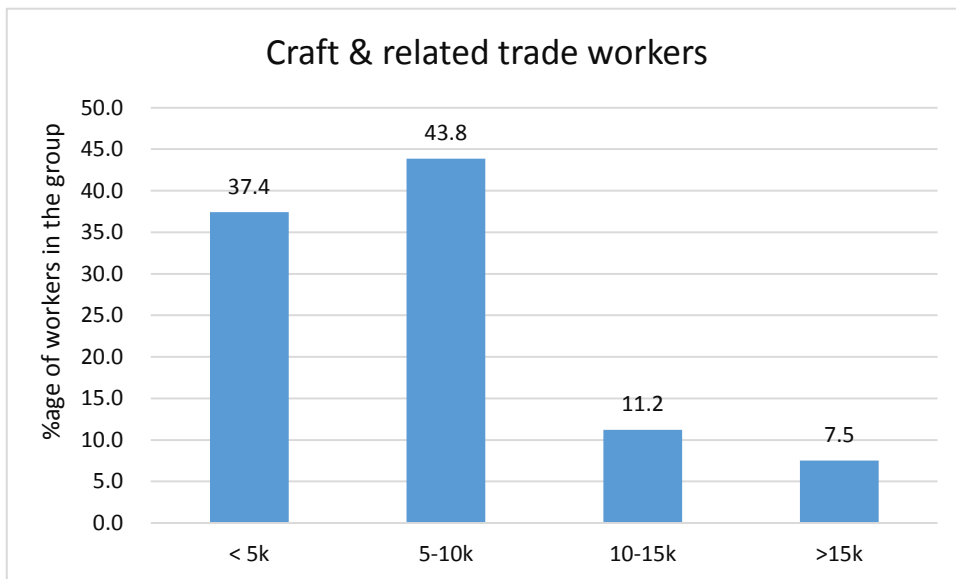


Figure 29 Salaries of women employed as craft and related trade workers in Sindh

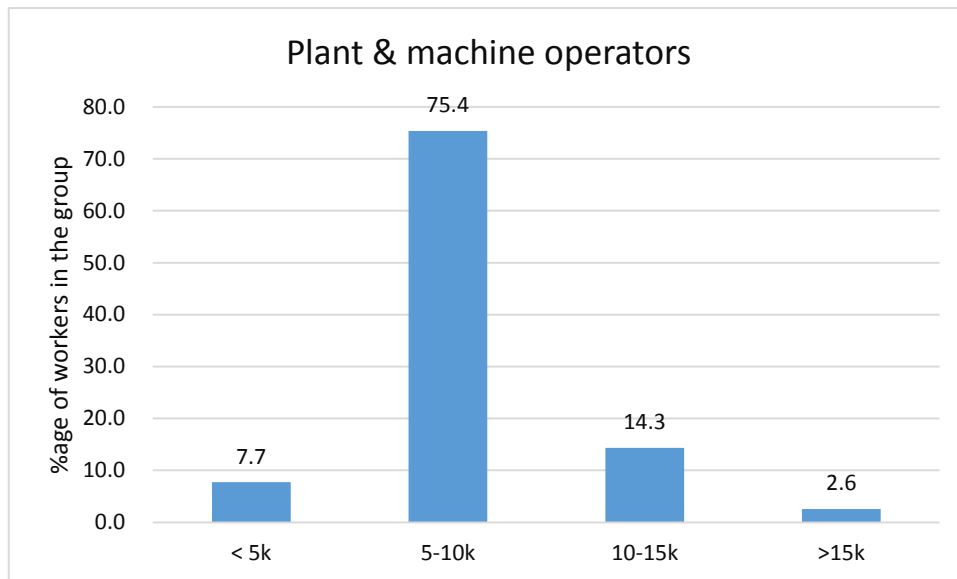


Figure 30 Salaries of women employed plant and machine operators in Sindh

- **Harassment:** Harassment is among the biggest barriers for women to join or continue jobs. The extent of the threat of harassment varies across different types of working places. There are five categories of working places, where graduates of vocational training get jobs: 1) vocational institutes/centres, 2) factories, 3) saloons/parlours, 4) office jobs and 5) field jobs. Threat of harassment is almost non-existent in vocational institutes and saloons. It is low to moderate in office jobs and high in factories and field jobs. A student of dress making said, “girls don’t want to work in factories, as their working environment is notorious.” Field jobs are also very challenging for women. For example, the students of AutoCAD and other similar training programmes which require them to do field work, hesitate to visit the sites because they get annoyed and mentally disturbed when male workers present at the sites start staring at them. Surprisingly, anti-harassment law is something unknown to students.
- **Inadequate facilities at workplaces:** Separate restrooms for females are missing at most of the workplaces, which make working of females very difficult. Besides, facilities such as day care and babysitting are yet to be introduced. Women who have small kids are unlikely to join jobs where such facilities are missing.
- **Inappropriate job timings:** It is considered socially odd for females to reach homes after sunset, while offices and factories don’t respect such limitations of their female employees. Garments factories require their workers to work till late hours, extending up to 9 pm and even 11 pm in some cases. The same problem is prevailing in case beauty parlours. Saloons remain open till 10 pm or sometimes beyond that.

Barriers to employment - self-employment

There are many barriers for women to launch their own businesses. Major barriers, identified through FGDs and KIIs, are discussed below:

- **Lack of interest in business:** Self-employment is least preferred by women. There are several reasons behind lack of interest in self-employment, which include: 1) high

attitude of risk aversion; 2) high failure rate of businesses; 3) inadequacy of financial resources; and 4) cultural and social constraints.

- **Attitude of risk aversion:** Women are more risk avert. A participant of an FGD asserted that “women don’t want to become entrepreneurs because of the fear of failure”. A prime factor behind this attitude is deep rooted in cultural issues. Women mostly lack financial independence. Power of decision making usually lies with men, who keep control over the financial resources. Women remain dependent upon men.
- **High failure rate:** A participant of the FGD2 pointed out that, “many women start businesses but are unable to run and close them soon”. The President Women Chamber also expressed similar views. She said, “failure rate of businesses is very high. Soon entrepreneurs get discouraged and close their ventures.” Why do they fail? First is the scarcity of financial resources. Second one is related to capacity issues. They lack entrepreneurial skills. Their social and professional networks are weak. Third one pertains to attitudinal issues.
- **Financial constraint:** As mentioned earlier, most of the students of vocational training come from poor families, who can’t afford to spare resources needed to launch a business. Financial constraints, as reported by several respondents from Karachi and Hyderabad, don’t allow females from poor family backgrounds to start businesses, especially in early days of entrepreneurship. Moreover, awareness about the options of financing is low among women. President of Women Chamber was of the view that “the ability to overcome financial constraints comes with training.” It is encouraging to note that awareness about some options of financing is growing, such as Bharosa Trust and Women Bank. Women Chamber can assist new entrepreneurs in getting access to financing schemes. Besides, there are several incubation centres operating in Karachi, which can be approached for collaborations with start-ups.
- **Cultural and social constraint:** Same cultural and social barriers which are valid for employment are valid here too. However, there is an additional social constraint that it is socially considered odd in some locations to start a small business. A participant of an FGD pointed out that, “some students don’t want to do small business because they are status conscious. They feel that their social status will be affected, if they start small scale business”.
- **Capacity constraints:** In vocational institutes/centres, students are not taught anything about entrepreneurship. Secondly, presence of women entrepreneurs is also too low to provide enough support to aspiring female entrepreneurs. A participant of an FGD indicated that, “presence of women in the domain of entrepreneurship is very thin while existing TVET lacks orientation towards entrepreneurship”. Competencies for women to succeed in business, as identified by women entrepreneurs are:
 - Great confidence
 - Strong communication skills
 - Education
 - Initiative taking and the quality of being steadfast
 - Ability to read body language of others
 - Ability to tolerate mistake of others
- **Marketing issues:** Women students often lack marketing skills and access to markets. A participant of an FGD pointed out that “there is no platform where women entrepreneurs in general and rural women in particular can market their products. They need to be linked with the fashion industry”. Although some opportunities of marketing are available for women entrepreneurs, however, awareness about such opportunities is low. Digital technologies can help.

Best practices

Several best practices in TVET system of Sindh have been identified through FGDs, KIIs and review of literature, which can be grouped into seven categories: 1) strategic planning; 2) career planning; 3) admission campaigns; 4) education and examination management; 5) community engagement initiatives; 6) enhancing employability; and 7) promoting self-employment. These best practices are briefly described below:

Strategic planning

Sindh Government prepared well-structured skill development plans for some years (e.g. the year 2012 which is available on the website of the TVET reforms)⁹¹. However, this practice was terminated. This practice needs to be revived.

Career planning

- **Career planning:** The STEVTA has outlined a clear road map for the students of TVET. For example, any one with matriculation certificate who qualifies G-II (two year) certification or G-III (one year) certification can get admission in Diploma of Associate Engineers (DAE). Thirty percent seats in DAE programmes are reserved for G-II/G-III graduates. After qualifying DAE examination, the student can seek admission in B-Tech programme⁹².
- **Quota for candidates from other provinces:** The STEVTA has fixed a quota of 5% for admission in vocational institutes for candidates from other provinces for admission in its TVET system⁹³.
- **Quota for people with disabilities:** Sindh BTE has allocated a quota of 5% for people with disabilities in all programmes⁹⁴.

Admission campaigns

Use of social media

- **Presence of the institutes on the social media:** All the three vocational institutes and one university visited have presence on the social media. The Facebook page of VTIW, Buffer Zone, Karachi was created in 2012. It contains information about courses and activities taking place at the institute. Image given on **Figure 31** shows that VTIW has 5731 followers. A review of the site (<https://www.facebook.com/VtiwBufferzoneKarachi/>) shows that many people have made queries about courses and officials of the institute have responded to each query. The Facebook page of Memon Industrial and Technical Institute (MITI), Karachi

91 <http://tvetreform.org.pk/wp-content/uploads/downloads/Reports%20and%20Publications/Sindh%20SD%20plan%20after%20workshops%20update%2015Oct12.pdf>

92 <http://www.stevta.gos.pk/downloads/DOWN/DOWN59.pdf>

93 <http://www.stevta.gos.pk/downloads/DOWN/DOWN59.pdf>

94 <http://www.stevta.gos.pk/downloads/DOWN/DOWN59.pdf>

has more 30,550 followers (**Figure 32**). The Facebook page (<https://www.facebook.com/gviwaffanditownhyd/>) of GVIW, Afandi Town Hyderabad has the lowest number of followers (only 251). As it has been noted earlier that major source of information for admission for students is informal sources, hence, such social media platforms are of high importance.



Figure 31 Facebook page of VTIW, Buffer Zone, Karachi



Figure 32 Facebook page of MITI, Karachi

Image source: Facebook page of MITI, Karachi

A review of the advertisements of courses on the Facebook page⁹⁵ of VTIW, Buffer Zone (on three criteria: number of likes, number of times shared and number of comments) reveals that:

- Regular courses of the institute have relatively low preference as indicated by number of likes, shares and comments
- The courses where fee is indicated, response is low
- The courses where multiple partners (reflected from the logos given on the advertisement) are involved response is very high
- If an advertisement is having multiple courses, response is low
- Advertisements with following features have received high response:
 - It is related to a single trade
 - It is coloured and well designed
 - Text is minimum
 - Logos of multiple partners are given
- Even among free courses, response significantly varies from trade to trade.
 - IT related courses have significantly higher demand, however, graphic designing has received relatively lower response
 - New trades such as AutoCAD and fashion designing have received fairly high response

An advertisement on the social media, which attracted highest response (likes 4.2K, comments = 104, shares = 111) is shown in Figure 33.

95 <https://www.facebook.com/VtiwBufferzoneKarachi/>


VTIW Bufferzone, Karachi.
 February 4 · 🌐

Become a certified computer operator with FREE training course.
 For more details call:
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گورنمنٹ ووکیشنل ٹریننگ انسٹیٹیوٹ برائے خواتین بفرزون





Free 6 MONTHS NVQ LEVEL II
COMPUTER OPERATOR
 0312-2054389



4.2K 104 Comments · 111 Shares

Figure 33 Most attractive advertisement

Image source: Facebook page of VTIW, Buffer Zone, Karachi

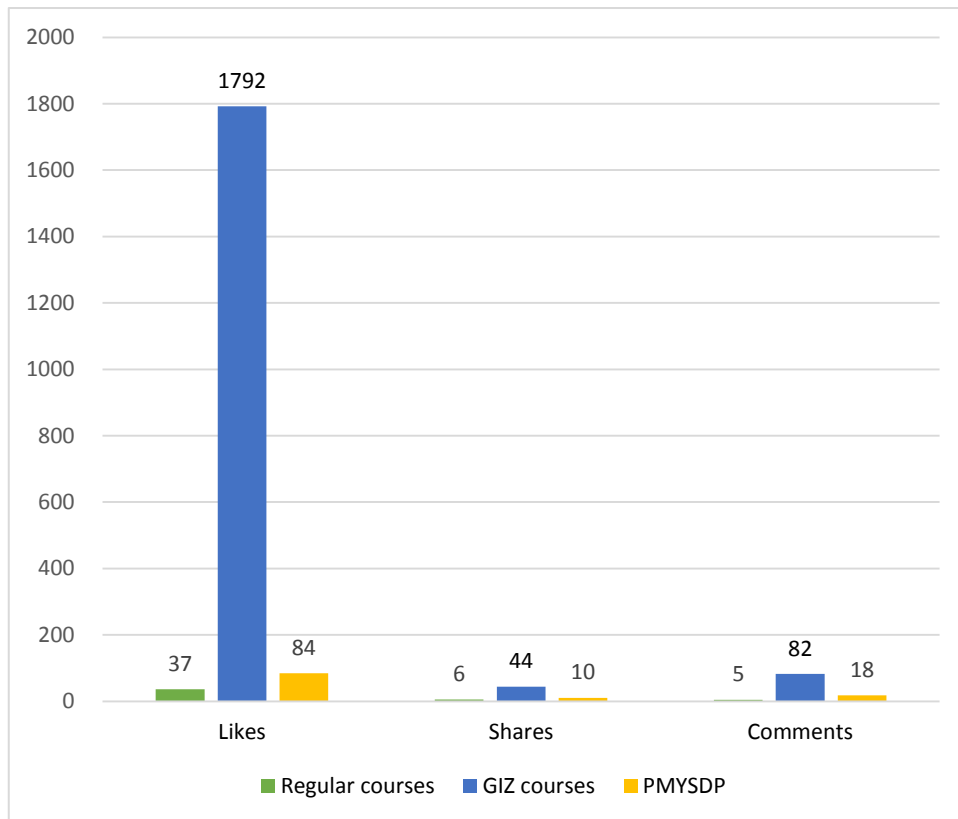


Figure 34 Response to the social media campaign

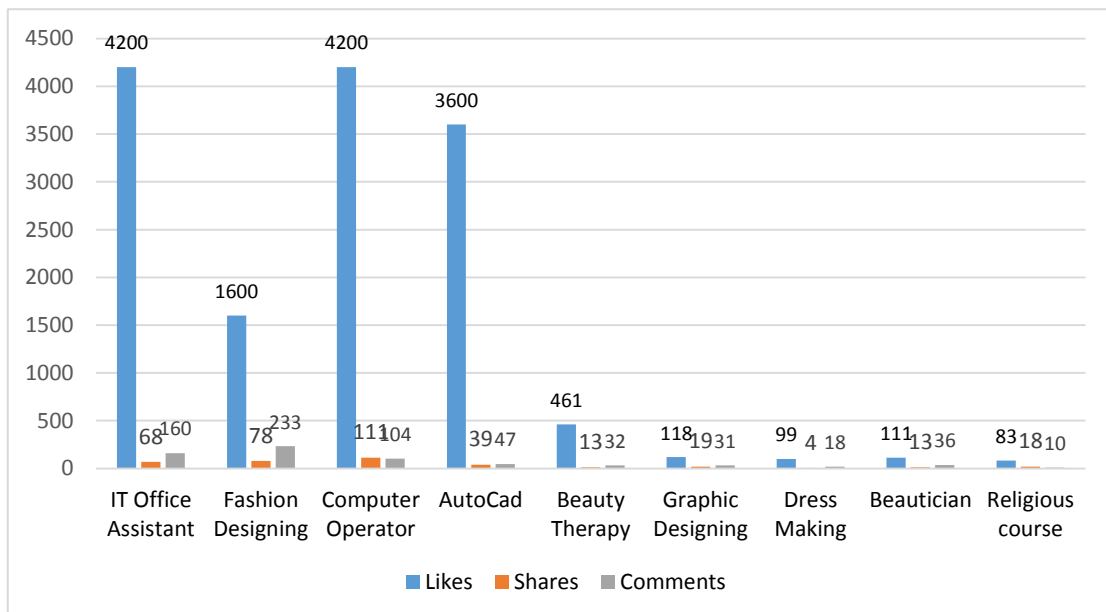


Figure 35 Trade-wise response of people to the social media campaign

Table 7 Traffic statistics on the Facebook page of VTIW, Buffer Zone

Course	Design	Date	Fee	Likes	Shares	Comments
<u>Regular courses</u>						
All courses	Colour	14 Feb 18	Yes	153	24	27
All courses	Colour	4 Jan 18	Yes	25	3	3
All courses	Colour	21 Dec 17	Yes	15	0	0
All courses	Colour	17 Dec 17	Yes	25	6	3
All courses	BW	8 Dec 17	Yes	14	1	2
All courses	BW	23 Oct 17	Yes	23	3	1
Digital Media	BW	17 Oct 17	Yes	16	2	1
All courses	BW	10 Jul 17	Yes	21	6	2
<i>Average</i>						
<u>GIZ supported</u>						
Combined	Color	9 Oct 18	No	34	2	6
Combined (one post)	Colour	6 Aug 18	No	196	21	55
IT Office Assistant	Colour	4 Feb 18	No	4200	68	160
Fashion Designing	Colour	4 Feb 18	No	1600	78	233
Computer Operator	Colour	4 Feb 18	No	4200	111	104
AutoCAD	Colour	4 Feb 18	No	3600	39	47
Beauty Therapy	Colour	2 Feb 18	No	461	13	32
Combined	BW	21 Jan 18	No	44	16	20
<i>Average</i>						
<u>PMYSDP</u>						
Combined	Colour	25 Mar 18	No	77	7	23
Combined	Colour	21 Mar 18	No	175	16	36
Combined	BW	22 Mar 18	No	69	6	6

Graphic Designing	Colour	21 Mar 18	No	118	19	31
Dress Making	Colour	21 Mar 18	No	99	4	18
Beautician	Colour	21 Mar 18	No	111	13	36
Religious course	Colour	27Aug18	No	83	18	10
Combined	Colour	24Sep17	No	14	1	4
Combined	Colour	22Sep17	No	10	7	0
<i>Average</i>						

BW = Black and White

Table 8 Traffic statistics on the Facebook page of MITI, Karachi

Course	Design	Date	Fee	Likes	Shares	Comments
<u>Regular courses</u>						
Beautician & MTTT	Colour	11Oct18	Yes	78	16	19
All courses (no name)	Colour	1Sep18	Yes	25	0	2
IT-CISCO	Colour	1Sep18	Yes	24	3	8
All courses (no name)	Colour	1Sep18	Yes	31	1	4
All courses (no name)	Colour	31Aug18	Yes	34	3	1
HD Media Production	Colour	30Aug18	Yes	37	4	12
CIT&DIT	Colour	30Aug18	Yes	24	3	3
Multiple Courses	Colour	29Aug18	No	43	8	6
Web Engineering	Colour	29Aug18	Yes	56	10	22
All courses (no name)	Colour	28Aug18	Yes	6	0	1
All courses (no name)	Colour	11Aug18	Yes	60	6	4
All courses (no name)	Colour	10Aug18	Yes	87	21	13
Beautician & MTTT	Colour	22Jun18	Yes	114	34	38
<u>GIZ supported</u>						
Multiple courses⁹⁶	Colour	15Sep18	Yes	32	4	8
E-Commerce	Colour	15Sep18	Yes	60	8	14
Call Centre	Colour	15Sep18	Yes	40	6	9

MTTT = Montessori Teacher Training

Holding admission camps

The Principal, MITI informed that they hold admission camps in the targeted population in case of free courses. It is an effective method of reaching the unreached. It helps, as reported by the participants of the FDG of principals, in getting adequate number of admission applicants from the target population.

Preference to underprivileged class

At Isra University preference is given to students coming from underprivileged segment of the society. The Pro Chancellor of the Isra University said, "in the last application campaign, we received 1700 applications for TVET programmes out of which 55% were women. We selected 200 students including 101 female students. We gave preference to students from poor families, minority groups persons with disabilities".

⁹⁶ E-Commerce, Call Centre agent, Industrial Electrician, Auto Electrician and Pattern Drafting & Grading

Education and examination management

- **Multiple shifts:** In Memon Institute, three shifts of short courses are run per day. Timings of the shifts are: 9-11; 1130-1330; and 1500-1700. This strategy does not only lessen burden on the students, as they are required to come only for two hours per day but also facilitates in accommodating a large number of students.
- **Online result:** Sindh BTE publishes result of all programmes online. Result gazettes of the latest examinations (held in 2018) can be seen at <https://www.sbte.edu.pk/results/>. This initiative enhances credibility and transparency of the result.
- **Industry experience of teachers:** At MITI minimum qualification required for head teachers includes 7-10 years of industry experience.
- **Summer courses:** VTIW, Bufferzone offered summer courses which covered skills such as newspaper work, shell and stone work, flower making, candle making, pencil sketching, oil pasties and pen sketching. Only two hours classes were held on every day.
- **Trainers from the industry:** Isra university has 8 instructors for vocational education out of whom 4 are from the industry - 3 for beautician courses and one for customer relations course. This practice does not only help in aligning training content and delivery with the industry practices but also opens up opportunities of internship and jobs for students.



Figure 36 Summer camp ad of VTIW, Bufferzone

Image source: Facebook page of VTIW, Buffer Zone, Karachi

- **Value driven learning environment:** The Pro Chancellor of Isra University said, “the learning environment at the university is supported by two key values: spirit of giving and mutual respect”. Value driven learning does not only help in building personalities of students but also given them confidence.
- **Emergency contacts:** In Buffer Zone Institute, it was reported that “all students who join OJT are briefed about working environment and are given contact numbers of the Principal, Vice Principal and the Placement Officer. They can contact on those number any time when they need any help”. This practice boosts confidence of the interns.

They feel more secure while working in the factories, where they are prone to risks of harassment.

Community engagement initiatives

- **Students can take their products to their homes:** The MITI allows its students to take their products to their homes. It provides a source of encouragement to students. They can show their products to their family members and friends. Family members are likely to become more satisfied with the performance of their daughters and gain encouragement to encourage them. Other institutes can follow this practice. Students can be encouraged to sell their products in the market or in their social circles. The institutes can recover cost of material and allow students to retain profit. It will develop entrepreneurial abilities of the students.
- **Open House:** The VTIW, Buffer Zone organized an Open House event on 12 December 2017. It was meant to provide career counselling and other services (such as guidance for employment etc.) to public (**Figure 37**). Such practices help the institutes in creating awareness among masses and building a strong rapport with the community. MITI also organizes Open House events on national days, where in parents are invited to attend the ceremonies.



Figure 37 Advertisement of open house event

- **Community engagement programmes:** The VTIW, Buffer Zone regularly organizes social events in which people from surrounding community are invited to attend. For example, on January 19, 2017 it organized an event of Eid Milad Un Nabi (**Figure 38**). Ira University also organizes such events.



Figure 38 Announcement of Eid Milad ul Nabi event

Image source: Facebook page of VTIW, Buffer Zone, Karachi

- **Special events:** The VTIW, Buffer Zone Karachi organized Eid Mela for women and children on 14-16 May 2018. It provided an opportunity to its students to display their products. Similarly, the MITI held Fashion Designing Display in May 2018 wherein students displayed their products.



Figure 39 Announcement of Eid Mela

- **Day care facility for public:** The VTI Bufferzone has set up a day care facility for mothers living in the surrounding areas. This initiative may not make enough money but will prove an effective way of engaging with the community. The facility can be availed even on hourly basis.

Enhancing employability

- **Skill Competition:** The PMYSDP organized Provincial Skill Competition which was held in Marriot Hotel Karachi on 30 April 2018. Rimsha Rafiq from VTIW Buffer Zone won the 1st Position in the trade of graphics designing. In Zonal Skill Competition organized by PMYSDP on 25th April 2018, two students of MITI won two prizes: a) Tahira Bibi (1st Position in Beautician skill); and b) Shahar Bano (1st Position in Fashion Designing). A beauty therapy competition was held in Indus Hotel, Hyderabad on 1st September 2018, in which Isra University students participated. Such competitions should be regularly held at district, provincial and national level. This practice will promote competition among the institutes and will also boost motivation among students.
- **Linkages with employers:** VITI Bufferzone invited some employers to visit the campus. They visited, held interviews of the students and selected some of them for OJT. Isra University contacted EFU and facilitated students in getting jobs. Such initiatives mutually benefit.
- **Preparation for the Job:** The Isra University regularly organizes sessions on career counselling and CV writing, which enable students to apply for jobs and prepare for interviews. Mock sessions of interviews are also held. The university has institutionalized this initiative by establishing Career Development Centre, at its campus.
- **Job fairs:** Isra University organizes job fairs every year. The 4th job fair was held last year.
- **Job placement initiatives:** The VTIW Bufferzone has a post of job placement officer. She contacts potential employers to explore job opportunities for the students. She also reviews job ads appeared in the newspapers and contacts the employers, gets appointment and holds meetings with them. In such meetings, the management of the institute give them briefing on their programmes. She said, "we have succeeded in getting many of our students employed".
- **Cooperative Vocational Training (CVT):** Meezan Bank launched CVT, under its corporate social responsibility (CSR) programme in 2017 in Karachi⁹⁷. It selected girls from underprivileged segments of the society and attached them with partner vocational schools for six months where they attended class-room based training, followed by a six-month OJT in the bank. The same approach can be adopted by other banks too. It is proposed that the partner vocational centres should be facilitated to develop case studies, which can be used to convince other banks and multinational

⁹⁷ Posted on 26 April 2017 at <https://www.facebook.com/MeezanBank/photos/a.238545479495691/1692020640814827/?type=3&theater>

companies to adopt the same model, as a part of their corporate social responsibility (CSR) initiatives.



Image source: Facebook page of Meezan Bank (posted on 26 April 2017)

- **Products display centres:** The MITI has opened shops in its campus. Visitors, students, teachers and employees of the institute can purchase products from these shops. This initiative encourages students to improve their skills and bring innovative and better-quality products.
- **Marketing:** In Buffer Zone Institute it was observed that a saloon is attached with the institute, which provides services to public. Some students are attached with it. They learn technical and customer dealing skills. This approach can be adopted by other institutes too.

Promoting self-employment

- **Linkages for financing:** Vice Principal of the VTI Bufferzone shared a success story highlighting how the institute facilitated two of her students in launching their own business venture. She said, “Ayesha Javed and Faiza Khursheed attended training of beauty therapy at our institute. We provided them guidance in setting up their own business. We got them connected with Bharosa Trust, which provided them interest free loans. Both of the students have setup their own saloons. One of them has even employed four girls taken from our institute.” Ayesha and Faiza can be invited by the institute to share their success stories with other students. Besides, they can also be considered as visiting faculty members.
- **Entrepreneurial Society:** Isra University, Hyderabad has constituted a student’s body which is called as “Entrepreneurial Society”. It organizes events to promote the culture of entrepreneurship among students. It arranged a one-day workshop on “Business Model Generation” on 16th October 2018. This initiative can be adopted by other institutes too. It will promote entrepreneurship among students.

- **Business Incubation Programme:** The IBA Karachi has launched a Business Incubation Programme for Women Home Based Workers. The programme is being financed by USAID. Duration of the training is 4 months. The programme is comprised of 12 modules⁹⁸: 1) Entrepreneurial Mindset Development; 2) Business Model Canvas; 3) IT Skills; 4) Marketing; 5) Operations Management; 6) Basic Finance Concepts in Business Context; 7) Managing People; 8) Soft Skills; 9) Accounting; 10) Law; 11) Growth Strategies; and 12) Development Refinement and Presentation of Business Action Plan. A number of students of the VTIW, Buffer Zone also joined it in 2017. Isra University is also organizing, though at limited scale, similar events.
- **Innovative businesses:** A participant (principal of an institute) of the FGD2 reported a success story as, “a student of our institute did a course on cooking and started her own business. She prepares lunch at home and supplies home-made lunch in Haideri Market”. Another participant of the FGD2 also shared a similar success story. She said, “a student of our institute has started her own business which is related with fashion designing. She has achieved a big success. Her brand is known as Sui Dhaga.”
- **Underprivileged class:** The TVET system can uplift the underprivileged class. One piece of evidence has come Hyderabad. Fatima (a participant of the FGD10) is a student at GVIW, Afandi Town, Hyderabad. She belongs to an underprivileged class. She narrated her story as follows:

“Before joining this training, I used to work as a domestic worker in the homes of other people. I learned about this course from a relative. When I shared my intention with my family, initially they refused to allow me. However, when I insisted then they gave me a conditional permission that whatever I am contributing currently to my family, I will continue. It was a challenge for me. She gave me. I quickly learned from the vocational school, how to stitch clothes. Soon I became capable of making dresses. I requested a relative to lend me her sewing machine. I started getting orders from relatives and neighbours. I stitch 7-8 dresses in a week and earn Rs. 150 to Rs. 300/suit. Now I am earning more than what I used to earn as a domestic worker. I am happy. My biggest achievement is that I am no longer servant of anyone”.

⁹⁸ <http://ced.iba.edu.pk/gep.php>

Box 5: A success story of business person

Mrs. Rizwana Shahid was very active in college life and did graduation in arts. Six years after her marriage one day her husband suffered a serious heart attack. Since she could drive a car so she immediately took him to Baqai Hospital. His condition was very serious therefore he was kept under observation for 72 hours. He recovered but doctors advised her that he should be kept away from all worries and tensions of life. She had four sons and a daughter. Her husband handed over bank accounts to her and said, "my remaining life is a bonus for me. So now onward, you have to manage everything".

She didn't know how she would do it. She says, "I took it a challenge, as I had no other option. I had interest in painting. I prepared some paintings and some clothes. I took them to an exhibition which was being held in Pearl Continental Hotel. I displayed my products there to try my luck. Quality of my products was greatly admired. I made good sale of clothes but didn't make a penny from painting. However, I learnt two things: 1) market may not need what you rate high; and 2) the business of exhibitions was very lucrative".

After getting inspired, she started organizing exhibitions. She thought that she must have some innovative approaches. She says, "an idea came to my mind. I started inviting people from foreign embassies to see our products in the exhibitions. I got a positive response from everywhere. However, I observed that some women could not earn anything as their products could not attract any customer. So, I decided not to charge anything from any woman whoever failed to make any business. It gave me great satisfaction and a feeling of achievement". Later, she directed her attention to women from less privileged class. She says, "I started giving projection to women who hailed from lower tiers of the society". She had a great spirit of helping others, as she had passed through a critical phase in her life and she understood how any small help is valued in difficult times. She says, "I promoted the work of many women entrepreneurs. I used to collect samples from them and used to supply them to the perspective customers. I took it as a responsibility to support other women entrepreneurs. In the event I also benefited. Then I launched a training centre to develop practical skills of women".

It became a routine to organize exhibitions on every weekend, one week in PC and second in Marriot Hotel. Later she opened a boutique shop. Then she started export business too. She says, "I took small time in learning how to export. Initially I exported garments to Bangladesh then to other Asian countries. Now i was trading locally and internationally." After some years, the business had grown to such a level that she needed a marketing manager. She says, "I appointed a marketing manager to look after the business".

In 2010 GIZ provided her a stall in an exhibition held in South Africa. She deputed her marketing manager to attend it. She says, "Whenever any

opportunity of foreign visit comes, I ask my marketing manager to avail it. I feel happy to see others growing along with me”.

Her export business got affected due to energy crisis. How did she handle that situation? She says, “when crisis started I introduced cooperative approach of doing business. I started providing a platform to women entrepreneurs where they work collectively and use shared services and facilities. It reduces cost and increases efficiency of their businesses”.

She earned name and fame nationally and internationally. Soon she was chosen to serve as advisor for South Asian Association of Women Entrepreneurs. She says, “I always thought of creating an institutional support for women entrepreneurs. Ideas kept coming. One day, I constituted a committee of women entrepreneurs in Karachi. In 2009 we got license of Women Chamber of Commerce and Industry. That was indeed a happy moment for all of us who struggled for it”. She added, “we did it on our own and are running it on our own with our own resources. We never got any funding to run it. This is commitment.” Now all of her sons and daughters have their own independent businesses.

Her life offers great lessons for aspiring women entrepreneurs. No doubt commitment dedication and perseverance backed by a powerful vision are key to success.

Box 6: A success story of an entrepreneur

Mrs. Shaiyenne Malik got a degree in law. After marriage she realized that she was unable to join any job or do practice in the courts on full time basis. However, she needed some activity to keep herself busy. So she surveyed the market and decided to launch a business in artwork and boutique. Initially she faced lot of difficulties. She opened an outlet near her home.

She faced many problems, but she managed to address them. She says, “I faced huge males’ ego. I had to tactfully handle it”. She added, “financial constraint was another issue. I had to take a loan to keep my business going.”

When her business grew, she employed karegars. However, profit margin has dwindled over a period of time. She says, “due to stiff competition, returns have declined but volume of work has increased. There was a time when customers were ready to pay Rs. 35000 for a service, now they feel reluctant in paying even 1500 for the same service”. She is getting work done from women living in Rahim yar Khan, Bahawalpur, Chitral, Kelash, and Tharparkar. She has helped linking more than 1000 artisans with market. Now she has a boutique and a saloon.

Her piece of advice to the aspiring women entrepreneurs is that, “they should carefully study the business environment before launching any venture and then start their journey in retail market”. In order to identify business opportunities, she suggests the women entrepreneurs to review the advertisements carefully. She says, “a simple point to note is that if they can afford to pay for an advertisement, they are making profit.”

Recommendations

Recommendations for improvement in women's participation in TVET and employability, based on the findings of the study, are presented below:

Women's participation in TVET

- **Strengthening M&E function:** The M&E function of the STEVTA should be further strengthened. It should be automated and integrated. The STEVTA should create a concrete strategic plan to provide foundation to the M&E system. The M&E system should not be limited to only output monitoring. Its scope should rather be extended to outcome and impact monitoring.
- **Course announcements:** The STEVTA and institutes need to employ multiple methods of announcing courses:
 - The STEVTA website contain pages dedicated for admissions and scholarships. However, information available there is either totally missing or is inadequate. It is suggested that a separate page should be created for vocational training offerings.
 - All vocational centres/institutes should be facilitated to create their own websites. All updated information should be made available there.
 - Use of social media for announcing events is already in practice. However, outreach is yet small in many cases. The admins of these pages should be imparted a one-day training on how to design and launch social media marketing. They should be given training in particular in designing course announcements by using appropriate graphics. The admins may join different social media groups (related to educational institutes/education/students and jobs). Teachers and students should be asked to like the social media pages of their institute/centre, invite others to like/join and forward/share social media posts of the institute/centre in their social circles.
 - Principals or selected teachers should occasionally visit the girls' schools and colleges located in the vicinity and conduct awareness sessions for their students and teachers.
 - Banners containing admission information should be fixed at appropriate places
 - Admission camps should be held at selected places.
 - Almost everyone has a mobile phone. At least one person in each regional directorate may be given training in how to disseminate mobile messages (in Sindhi and Urdu languages) to masses in their respective regions.

- **Meetings with parents:** Parents-day should be organized on regular basis. In such events, teachers may hold detailed meetings with parents, inform them about the activities taking place at the institutes/centres and discuss career prospects of their girls.
- **Career counselling:** Career counselling should be provided to the applicants of admission, so that they choose right career path.
- **Courses during summer:** Courses offered during summer vacations can get good response, as during summer vacations many students and their parents would be more interested in vocational courses. VTI Bufferzone has already experimented it and received good response. The institutes may also collaborate with government girls middle and high schools and run courses in their premises in summer.
- **Cooperative training:** STEVTA may promote the model of cooperative training by taking appropriate measures. Suggested measures: STEVTA may arrange a ceremony to award certificate of appreciation to Meezan Bank and the partner institutes. In these events, representatives of leading national and multinationals companies and banks operating in Karachi may also be invited so that they may also get inspirations from the Meezan Bank initiative.
- **New trades/courses:** New trades/courses should be introduced after conducting intensive market surveys. Suggested courses are:
 - E-marketing
 - Platter setting
 - Gift wrapping
 - Laundry management
 - Master (fabrics) cutter⁹⁹
 - Ladies gym
 - Beauty clinic
- **Upper age limit for participating in TVET:** Upper limit of age for admission in TVET is 35 years. Although principal of the institute/centre can relax the age up to 10 years. However, it is yet a barrier. The upper limit of age should be withdrawn so that women in age more than 35 may also avail the opportunities of vocational training, without any hesitation.

Quality of education and training

- **Designing of new trades/programmes:** New programmes may be designed and introduced keeping in view the requirements of local industry. For example, in Khairpur women are engaged in dates industry, where they perform a variety of tasks which include dates processing (drying) and packing. Besides, a large number of women are also engaged in dates related handicrafts industry. The industry is old but is still in its infancy. A series of short training related to these industries are expected to add value. Cultural barriers for women to participate in such trainings will also be low. WBT Advisory Council may be requested to get technical resources from the industry to design new programmes.
- **Clustering of the institutes/centres:** Some programmes are fully saturated. It is suggested that STEVTA may make clusters of the areas on the basis of demand of workforce in different trades and staff may be relocated according to match between their expertise and the demand of the skills. For example, if in cluster 1

⁹⁹ A participant of FGD8 reported that starting salary of master cutter in Karachi is Rs. 45,000 per month

demand of beauticians has exhausted while it is still high in cluster 4, then instructors with expertise in beautician related skills may be transferred to any centre/institute located in cluster 4. Besides, it is also suggested that new trades should be introduced such as e-marketing, platter setting, gift wrapping, laundry management, master (fabrics) cutter, ladies' gym and beauty clinic.

- **Admission in multiple trades:** It has been reported that more or less 30% of the graduates take admission in any other trade after completing training in one trade. It implies that either the student is confused about her career path or is there in the institute/centre for some other purpose. This practice should be discouraged. Instead of giving her admission in any other trade, she may be given a road map for advancing her vocational education in the same trade.
- **Availability of instructors:** The regional directorates of STEVTA should be tasked to monitor the availability of adequate number of instructors in all institutes. In situations, when there is a case of non-availability of any instructor, some of the graduates of the centre who live in the vicinity should be invited to conduct training. The institute may provide some honorarium to them.
- **Feedback from students:** Multiple ways (both formal and informal) should be adopted in obtaining feedback from the students. It is also suggested that suggestions from ex-students should also be sought on regular basis. The webpage of student's forum created on the website of STEVTA needs to be operationalized so that M&E staff of the STEVTA may monitor students views and suggestions and may recommend measures for improvement in the quality of vocational trainings. TVET SSP, GIZ may provide assistance in getting it operationalized.
- **Alumni association:** Each centre/institute should be asked to constitute alumni associations of their ex-students. They can be invited on the special events of the institutes/centres. Besides, they can also be facilitated to hold their annual get together at the institutes/centres. It will help existing students in networking with old ones. The institutes/centres may identify potential guest speakers from the alumni who can be invited to deliver professional talks to the students. This initiative of forming alumni association will also facilitate in conducting tracer studies.
- **Guest lectures:** Trainers should be hired from industry to impart practical training to instructors. The alumni the institutes who are successfully running their own businesses should be invited to conduct sessions related to their expertise. Women Chamber can be approached to create a roster of potential speakers. Besides, marketing companies and banks can also be requested to send their officials to conduct sessions for the students. The forum of WBT Advisory Council can also be mobilized in identifying industry experts to deliver guest lectures.
- **Instructors development programme:** The STEVTA may launch a project for the professional development of instructors. GIZ may provide support. The programme can cover six domains of knowledge/skills: 1) technical knowledge; 2) business planning; 3) financial management and banking services; 4) operation management; 5) marketing management; and 6) people management and social networking. Ideally, each instructor should be encouraged to become a practicing entrepreneur in an area related to her trade. Adequate support should have provided her to design and launch her own business venture. She can employ her own students on her business activities. Besides, it should be made mandatory for

each instructor to have at least one-month (each year) attachment with any company operating in an area related to her trade. At the end of each attachment, she should submit report to her respective institute and TEVTA directorate.

- **Update of curricula:** The STEVTA may pick 10 instructors for each trade. Then attach each instructor with any business concern (factory/office) operating in area related to her trade, for a duration of one month on the pattern of OJT. After completion of the attachment, each instructor should be asked to modify training manuals related to her trade and submit to the STEVTA. Then STEVTA may hire the services of any expert to consolidate those recommendations and update the manuals.
- **Short project assignments:** Theoretical part may be trimmed, and some field-based project assignments should be added. The students should be required to conduct those project assignments and submit short reports and make presentations in their classes.

Employability

- **OJT:** It is suggested that:
 - All girls' students should be given detailed orientation on the anti-harassment laws, before they are deputed for OJT.
 - Parents should be given detailed orientation about the entire course especially about OJT, right at the time of admission, so that they understand the entire process, gain confidence about the system and allow their daughters to join OJT after completing training at the centre/institute.
 - Duration of OJT should be increased to three months, so that students can find enough time to practice learning, build good rapport with employers and create paths for their careers.
 - Any official of the institute may visit the factories/offices selected for OJT and give short orientation (may be half an hour) about gender sensitivity and anti-harassment laws to the employees of that factory/office. In case a company/office does not cooperate, the institute/centre should not take the risk and send students to some other companies.
 - Karachi has a strong industrial and commercial base, mere relying on the IMCs, the principals and the job placement officers will have to make extra efforts to get integrated with the industrial community and explore opportunities for their students.
- **Strengthening of industrial coordination at STEVTA:** The STEVTA may further strengthen its efforts to establish close coordination with the industry. Karachi Chamber of Commerce and Industry (KCCI), Federation of Pakistan Chamber of Commerce and Industry (FPCCI), Women Chamber of Commerce and Industry (WCCI), Employers Federation of Pakistan (EFP) and other related trade bodies can be approached to help in creating linkages, signing MOUs and launching joint training projects.
- **Awareness about anti-harassment laws:** All female students must know their rights and possible legal means of their safety and protection. Proper awareness sessions on anti-harassment laws should be organized for the students and instructors. Women lawyers can be invited to deliver talks at the institutes.

- **Database of the graduates:** The initiative of the Digitization of the TVET M&E may include database of the graduates of the vocational system. Each graduate, upon completing a qualification, may be asked to create her profile on the web-based system. This database of the profiles of the graduates will not only facilitate them in finding jobs, help the employers in finding suitable candidates and STEVTA in monitoring the outcome of their TVET related initiatives.
- **Proposed legislation:**
 - Affirmative Action Law: Government needs to promulgate laws on the pattern of Affirmative Action Law of USA so as to provide protection to women at the workplaces. There should be a quota of at least 30% in jobs for women. Initially, it can be kept low, say 10%. Then it can be gradually increased. It should be made mandatory for all organizations whether private or public to strictly observe this quota.
 - Enforcement of minimum wage limits: Legislation for minimum wage rates should be strictly enforced and a separate limit should be fixed for semi-skilled women so that employers treat certified and non-certified employees differently.
- **Job placement officers:** All institutes/centres should have a position of job placement officer. In case, where the centre/institute is too small, any instructor should be given the role of job placement officer. The same official should also be tasked to promote entrepreneurship.
- **Composition of IMCs:** Tenure of the members from industry should be fixed for one year, so that institutes can get linkages with more companies. Secondly, one member from banks should also be adopted so that window of opportunities in banks can also open. It will also benefit the aspiring entrepreneurs. If any graduate of an institute is a successful entrepreneur/businessperson she should also be opted as a member of the committee.
- **Preparation for interviews:** STEVTA may select at least one official (such as job placement officer or any instructor) from each centre/institute students and impart her training on writing CV and preparation for interview. The trained officials should be tasked to conduct similar sessions for all students passing out from their institutes/centres.
- **Ranking of the institutes/centres:** The way Higher Education Commission of Pakistan ranks universities, it is suggested that the STEVTA may also adapt ranking system for their institutes/centres. It will foster competition among the institutes/centres and improve quality of their training/education. The GIZ may provide support in developing system of ranking.

Self-employment

- **Feasibility studies:** Small and Medium Enterprises Development Authority (SMEDA)¹⁰⁰ may be approached to prepare feasibility studies for business ventures such as shoe making, jewellery, garments, hand bags, beauty parlours, cooking, handicrafts, free lancing and graphic designing.
- **Mentoring:** A culture of mentoring should be developed. Each student who is aspiring to become entrepreneur/business person, should be asked to identify any women entrepreneur/businesswomen and adopt her as a mentor. In case, a student faces difficulty in finding anyone, the institute/centre may help her finding anyone from the alumni. Besides, Women Chamber can also be approached for providing a list of

¹⁰⁰ They have already developed pre-feasibility studies for hundreds of business projects, which can be accessed as https://smeda.org/index.php?option=com_phocadownload&view=category&id=122&Itemid=308

potential mentors. GIZ may assist in developing and piloting a mentoring model, which can be replicated after initial tests.

- **Incubation centres:** Incubation centres should be set up in all big institutes/centres. Every year, the institutes/centres should hold business plan competitions and those having great business plans should be provided space to launch their ventures. The institutes/centres may provide technical support. They may approach financial institutions such as Women Chamber for finding potential investors. The concept of crowd funding can also be tried.
- **Innovation competitions:** The STEVTA should annually hold innovation competitions among vocational centres/institutes, students, entrepreneurs and instructors. The winners should be given awards and certificates. The innovations should be documented and prioritized for adoption and diffusion. Such competitions should be regularly held at district, provincial and national level. It will promote competition among the institutes and will also boost motivation among students.
- **Case Studies:** There are many successful entrepreneurs/business persons running their business ventures in Karachi. Their stories could prove to be source of inspirations for many students. GIZ may provide support in the preparation of their case studies. In this connection, the support of WCCI, Karachi Chamber and Employers Federation of Pakistan can be solicited.

Others

- **Evaluation of the programmes:** The TEVTA may conduct evaluation of all TVET programmes so that it may derive learning from the ongoing and past initiatives for guiding future initiatives.
- **Update of websites:** Websites of some institutions need to be updated on regular basis. For example, achievements presented on the Trade Testing Board (TTB) are for the years up to 2006¹⁰¹.

¹⁰¹ <http://www.sindhltb.gov.pk/ttb/about/>

Organizational Assessment of Women TVET Institutes in Pakistan

Part 4



Khyber Pakhtunkhwa

Labour market of the province

Population and labour force participation

Population of the province Khyber Pakhtunkhwa (KP) is about 31 million and is growing at the rate of 2.89% per annum¹⁰². Figure 40 shows that female labour force participation in KP is less than 1/7th of that of male in urban areas. It implies that a big bulk of female human resource (HR) is yet to be mobilized for engagement in paid economic activities. If we assume that female population in working age is equivalent to that of male population in the urban areas, then it appears that at least half a million females living in urban KP and 3 million in rural KP can be economically empowered by providing them vocational training.

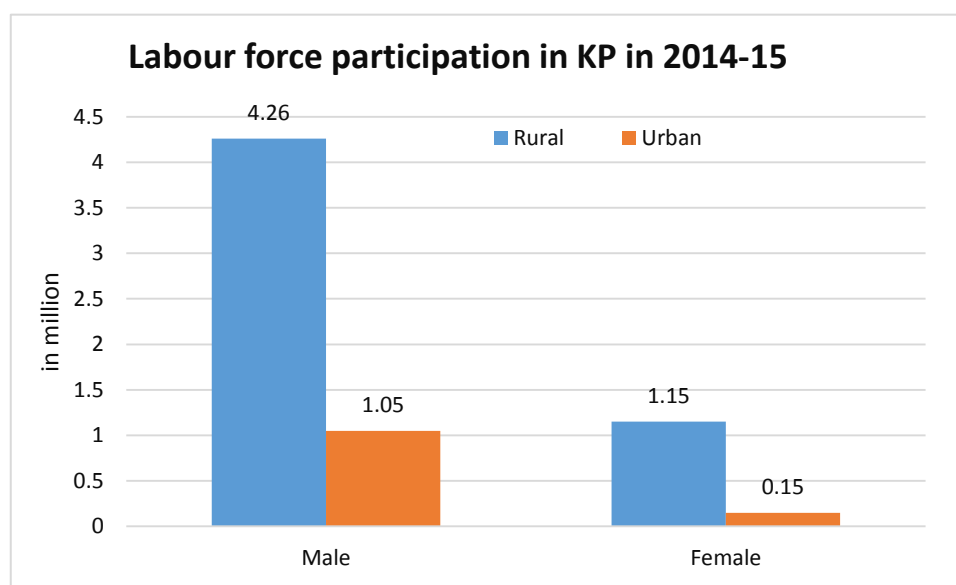


Figure 40 Gender-wise labour force participation in KP

¹⁰² Pakistan Economic Survey 2017-18, p. 180

Unemployment

A total of around 0.20 million women were unemployed in 2014-15 in KP: 80% in rural areas and remaining 20% in urban areas¹⁰³. In other words, 0.20 million people are expected to be readily available for vocational training. It is also a source of concern that women's share in waged employment declined from 8.5% in 1990-91 to mere 6.5% in 2010-11¹⁰⁴.

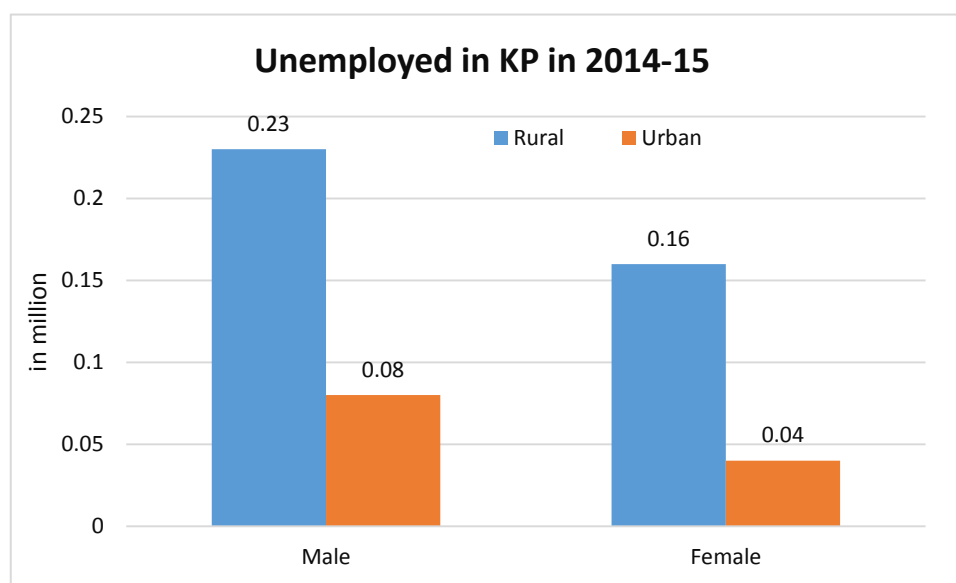


Figure 41 Gender-wise unemployed persons in KP

Market Analysis

Demand and supply analysis

Table 9 shows that on overall basis in jobs, in trades where women can get jobs, supply of skills exceed the demand. The TVET system is over-supplying skilled labour in groups of trades such as health and beauty and tailoring and embroidery. The trade of hospitality is an exception, where demand of skills exceeds the supply. However, adequate training facilities are not available for women in this area. Besides, cultural acceptability is also low in this area.

¹⁰³ Labour Force Survey 2014-15

¹⁰⁴ GoKP [Government of KP]. (2014). Integrated Development Strategy. Retrieved from <http://kp.gov.pk/uploads/2015/09/Integrated-Development-Strategy-2014-181.pdf>.

Table 9 Demand and supply of skills in KP

Trade	Supply	Demand	Gap
Hospitality industry	936	9395	8459
Health and beauty	2050	419	-1631
Tailoring & embroidery	14409	292	-14117
Total	17395	10106	-7289

(Data Source: NAVTTC, 2017)¹⁰⁵

Breakdown analysis of these groups of trades provides further insights, which is presented below:

Hospitality industry: Figure 42 shows that existing TVET system is supplying skills in only cooking trade - a one of the sub-sectors of the hospitality industry. However, gap still exists in trades of hospitality including cooking. Cooking, receptionist and housekeepers' trades require more skilled labour force in the province. Cooking and baking is the only area where some supply of skills is there.

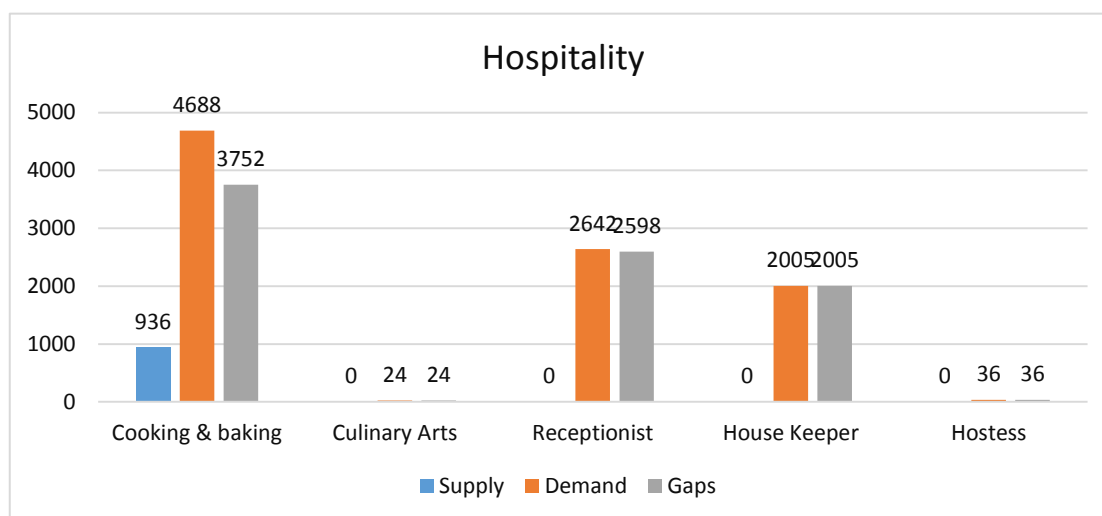


Figure 42 Demand and supply of skilled labour in hospitality industry

(Data Source: NAVTTC, 2017)¹⁰⁶

¹⁰⁵ NAVTTC (2017). Skills Gap Analysis - Khyber Pakhtunkhwa. Available at <http://www.skillingpakistan.org/analysis/khyber-pakhtunkhwa>

¹⁰⁶ NAVTTC (2017). Skills Gap Analysis - Khyber Pakhtunkhwa. Available at <http://www.skillingpakistan.org/analysis/khyber-pakhtunkhwa>

Health and beauty: In trades related to health and beauty, it clearly appears that on overall basis demand lags behind the supply of skilled labour force. The TVET system has already oversupplied beautician related skills. However, there is a growing demand in three trades related to health industry which include X-ray attendant, health technician and dispenser. The Government Technical and Vocational Centres (GTVCs) for Women may introduce courses for X-Ray Attendants and health Technicians to avail this opportunity.

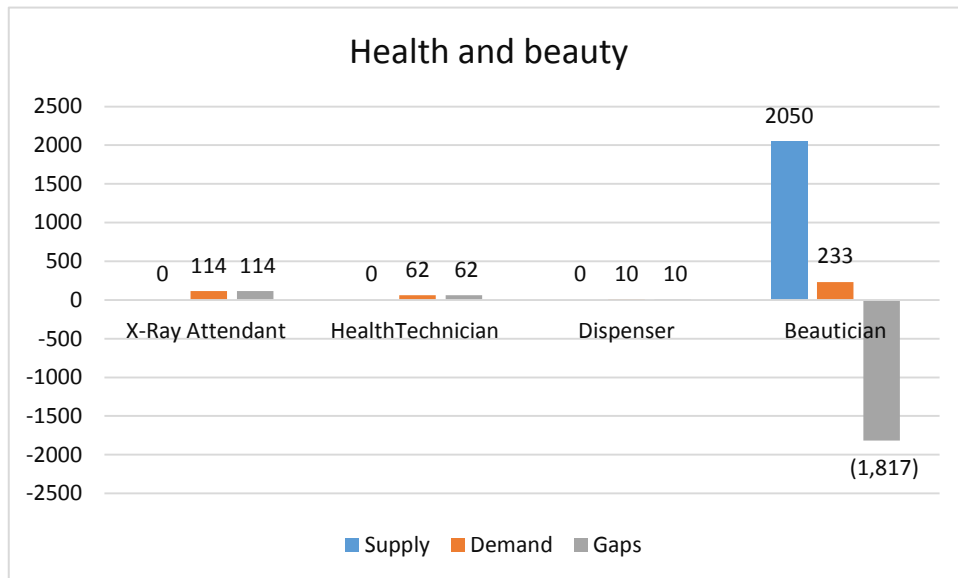


Figure 43 Demand and supply of skilled labour in health and beauty trades

(Data Source: NAVTTC, 2017)¹⁰⁷

Tailoring and embroidery is also a group of trades where market demand is almost negligible (Figure 44). There is need to readjust the priorities, scale down those courses where demand lags far behind the supply.

¹⁰⁷ NAVTTC (2017). Skills Gap Analysis - Khyber Pakhtunkhwa. Available at <http://www.skillingpakistan.org/analysis/khyber-pakhtunkhwa>

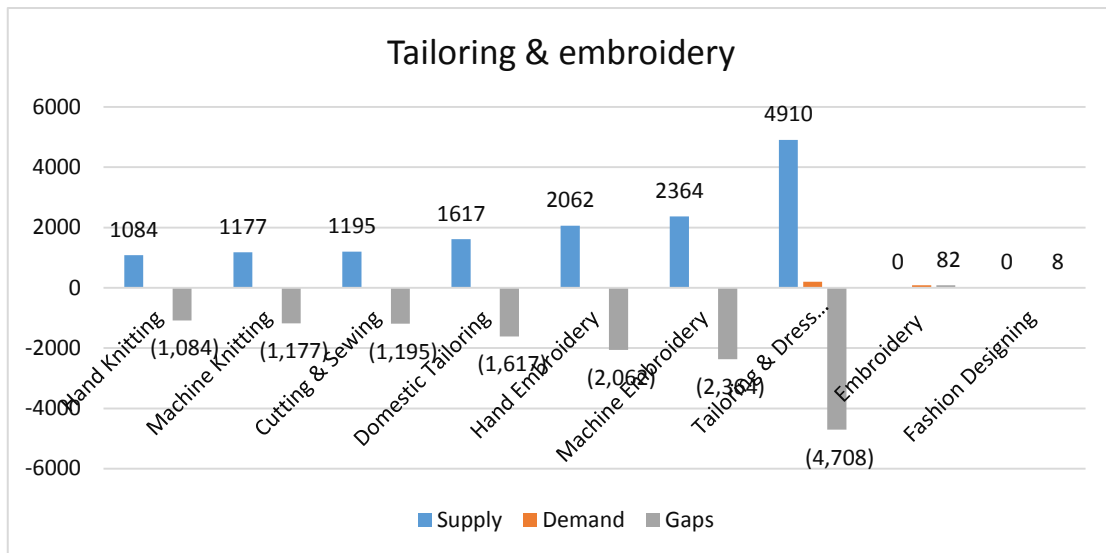


Figure 44 Demand and supply of skilled labour in tailoring and embroidery

(Data Source: NAVTTC, 2017)¹⁰⁸

¹⁰⁸ NAVTTC (2017). Skills Gap Analysis - Khyber Pakhtunkhwa. Available at <http://www.skillingpakistan.org/analysis/khyber-pakhtunkhwa>

Methodology of the study

In total 8 FGDs and 3 KIs were conducted in three cities of KP: Mardan, Nowshera and Peshawar. Participants of exercises represented major categories of stakeholders including K-TEVTA, students, instructors and principals. However, employers could not be interviewed, due to their non-availability. Details are presented in Figure 45 and in Annex-4. The qualitative data gathered through FGDs and KIs were supplemented with the review of extensive literature and analysis of quantitative data available with GIZ and NAVTTC and that available on the websites of the federal and the provincial governments.

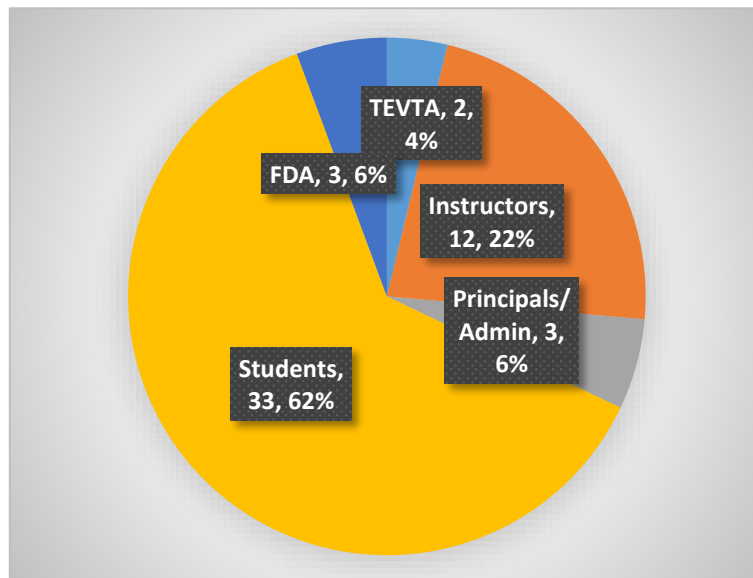


Figure 45 Distribution of study participants by category

The current situation of women’s participation in TVET and labour market

Institutes

There are 821 institutes registered with the Board of Technical Education, Peshawar¹⁰⁹. Out of these institutes more than 100 institutes are located alone in Peshawar. These institutes fall in both private and public sectors. According to NSIS there are 656 technical and vocational institutes operating in the province including 203 dedicated for females and 39 having co-education. The province has about 13 institutes/centres for every one million females against national average of 11 institutes. On this account the province ranks first among all four provinces of the country.

There are 156 vocational institutes dedicated for females as compared to 347 meant for male students (Figure 46).

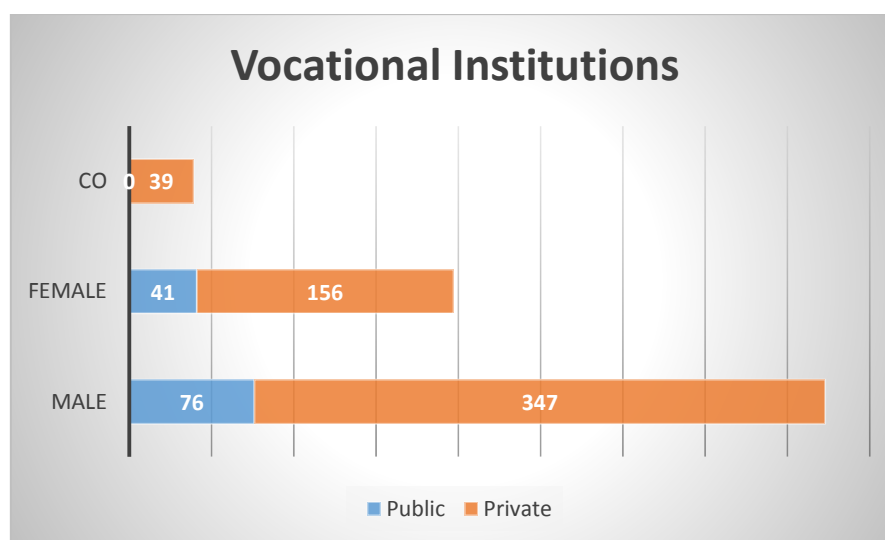


Figure 46 Vocational Institutes in KP (Source: <http://www.skillingpakistan.org/analysis/country-wide>)

¹⁰⁹ http://www.kpbte.edu.pk/InstituteList.php?show_all_nav_listrs_institutelist1=1

In the public sector, the institutes are spread all over the province (see Figure 47). However, there are a small number of technical and vocational institutes which are meant for women, as detailed below:

- **Polytechnic Institutes (PIs)**: There are only three PIs for women in the entire province. They are located in Lower Dir, Peshawar and DI Khan.
- **Vocational Centres**: The province has 11 Government Technical and Vocational Centres for women. They are situated in Swat, Mansehra, Abbottabad, Haripur, Mardan, Charsada, Peshawar (two), Bannu, Kohat and Karak.
- Shaheen Vocational Training Institutes (SVTIs): Number is not available.

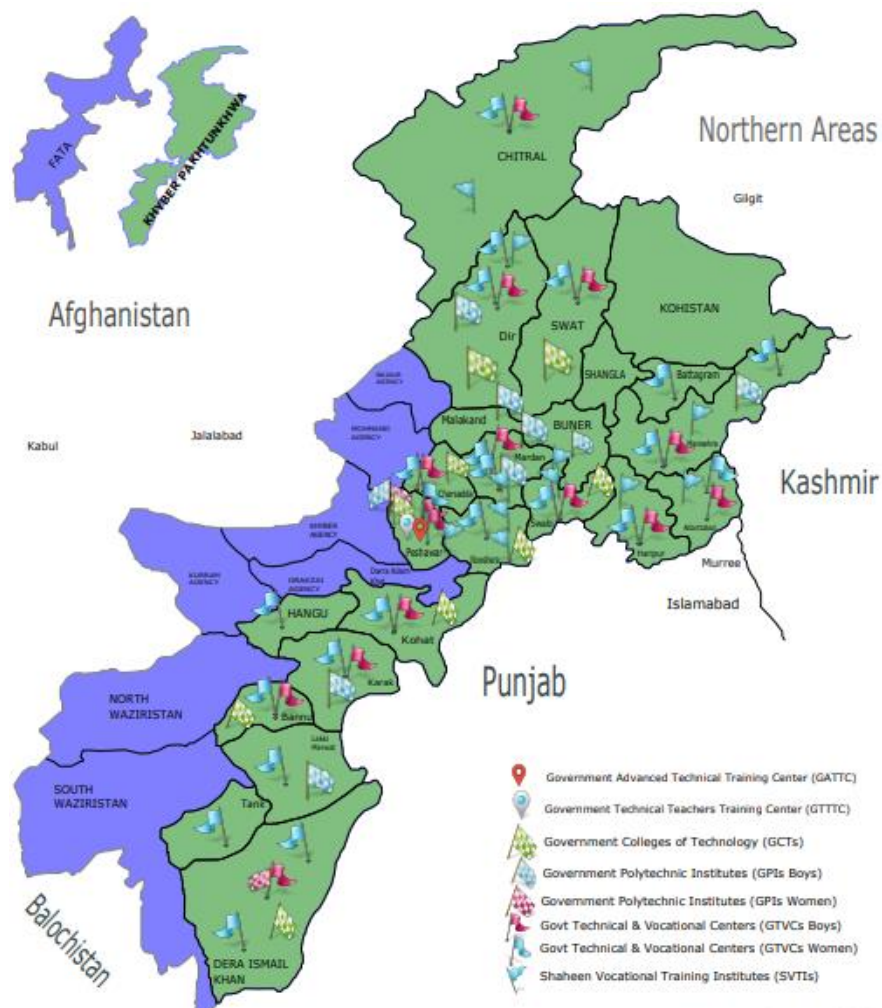


Figure 47 TVET Map of KP (Source: <http://kptepta.gov.pk/kptepta/institutes-map/>)

Programmes

Vocational trainings (including CBT courses) are being offered in categories such as electrical, construction, home appliances, mechanical industry, IT, fashion designing, beauty, hospitality and arts. There are 32 programmes being offered under these categories of programmes. However, number of trades available for females are very few, which include fashion industry, IT, beauty and fine arts.

Table 10 List of trades available to male and female students

SNo.	Trade	CBT (6 months)	Vocational (6 months)
Electrical Industry			
1	Industrial Electrician		✓
2	Electrical Supervisor		✓
Construction Industry			
1	General Electrician	✓	
2	Auto Cad	✓	
3	Carpentry		✓
4	Draftsman Civil		✓
5	Land Surveyor		✓
6	Plumber		✓
7	Quality Surveyor		✓
8	Wood Works		✓
Home Appliances			
1	Refrigeration/Air condition		✓
2	Heating, Ventilation & Air Conditioning	✓	
3	Electronic Home Appliances Technician	✓	
Mechanical Industry			
1	Mechanical Technology		

SNo.	Trade	CBT (6 months)	Vocational (6 months)
2	Auto Mechanic Technology	✓	
3	Auto Electrician	✓	
4	Welding	✓	✓
5	Auto-mechanic		✓
6	Draftsman Mechanical		✓
7	Mechanist		✓
Information & Communication Technology			
1	Computer Information Technology	✓	
Fashion Industry			
1	Fashion Designing	✓	
2	Tailoring		✓
3	Hand Embroidery		✓
4	Garments		✓
Beauty and Health Care Industry			
1	Beauty Therapy	✓	
2	Hair Styling	✓	
3	Skin Care	✓	
4	Beautician		✓
Hospitality Industry			
1	Hospitality (Cook)	✓	✓
2	Hospitality (Waiter)	✓	✓
Arts			
1	Fine Arts (Painting)	✓	

Instructors

The province has only 153 female teachers teaching in all technical and vocational of the province¹¹⁰. In other words, 10 female teachers are available for everyone million population of females in the province, against national average of 42. It is the lowest ratio among all provinces.

It was revealed through FGDs and KIIs that instructors in women institutes are available in only limited trades, which include dress making, beautician, and computer. For example, in GTVC Mardan, it was reported that 13 instructors are available for dress making, two for beautician trade and one for computer.

Enrolment

The capacity of the vocational institutes in KP exceeds the existing level of enrolment. Female enrolment is mostly concentrated in tailoring and beautician trades (Table 11). These are the areas which are already exhausted in the labour market.

Table 11 Capacity and enrolment

Institute	Sector	Capacity					Total
			Tailoring	Beautician	Computer	Driving	
GTVC, Mardan, KP	Public	400	125	50	6	10	191
GTVC, Gulbahar, Peshawar	Public	400					160
GTVC, Nowshera	Outsourced	100	28	11	9		48

Qualification of students

Available data of the students enrolled in post matric and G-III level courses for GTVC, Mardan and Glubahar, Peshawar reveals that academic background of the students is quite diverse - ranging from illiterate to MA/MSc (Figure 48). It is encouraging to note that 17% of the students have bachelor (BA, BSc and LLB) and master degrees (MS and MSc). It shows that there is

¹¹⁰ Enrolment Gender, Level and Ownership Wise 2017-18, available at <http://www.skillingpakistan.org/analysis/country-wide>

an increasing recognition of the importance of vocational training. However, it is very likely that many of such students might have joined vocational training only to receive financial assistance. Nevertheless, this trend is encouraging, such skills may benefit them in the long run, if not in the short run.

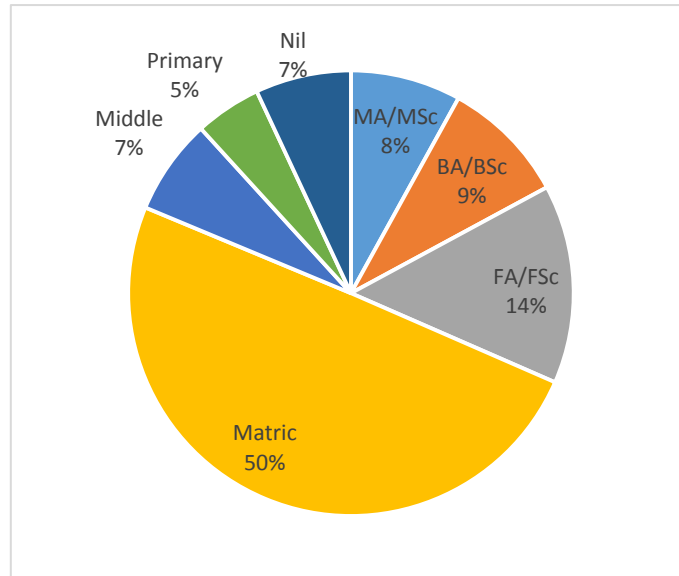


Figure 48 Qualifications of students of GTVC Mardan and Gulbahar (n=187)

Age of the students

Available data of the age of 177 students of GTVC Mardan and Gulbahar reveals that almost half of the students fall in the age group of 18-24 years and about 10% of the students are in late 30s and 40s (Figure 49).

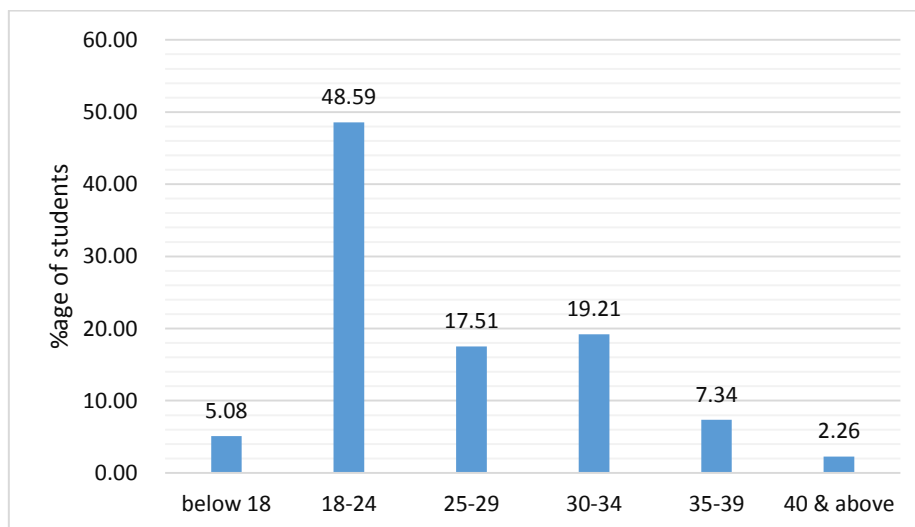


Figure 49 Age of students of GTVC Mardan and Gulbahar (n=177)

Dropout rate

Dropout rate of the students is low. The dropout rate, as reported by the GTVCs, ranges from 11% in GTVC Nowshera to 20% in GTVC, Mardan. What are the reasons of the drop out? The Administrator, GTVC Mardan told that “students drop out of the institute mainly because of two reasons: a) students get married; and/or b) their family members develop some concerns about their safety and/or feel any threat to family honour. An FGD with teachers at GTVC Noshera identified three reasons relevant to Noshera, which are: a) migration of students (mostly in case of marriage) or their families to other places; b) conflict of the timings of training with the requirements of the families of students; and c) interest of parents clash with the interest of the students (e.g. a student is interested in beautician course while her parents are interested in training her in dress making).

It appears from the above discussion that drop out, if it is there, is mostly attributed to some unavoidable reasons. However, it can be mitigated by offering a facility of transfer to another institute, in case she migrates to some other location. A simple certificate of transfer should be sufficient to get admission in any other location, where feasible.

Complaint system

All institutes have formal and informal complaint systems. Students can easily lodge complaints. The Administrator, GTVC, Mardan said, “we have an open-door policy. Students can approach me any time and they can convey their concerns and issues.”. At Nowshera, it was informed that a complaint box had been fixed in the centre, where students could drop their anonymous complaints.

Tracing the women trained through TVET system

A Tracer Study conducted by NAVTTC¹¹¹ which covered 112 women from KP who had received training/education from TVET system in KP. They represented 11 districts (Figure 50). Analysis of the afore-mentioned study shows that only 29% could manage to get jobs (all in private sector), while 36% reported to be self-employed and all other reported to be unemployed (Figure 51). The biggest source of employment is the dress making/fashion designing, followed by beautician trade (Figure 52). Point of caution in interpreting the status of self-employment is that most of the women employed as self-employed are usually under-employed. It is also important to note that only 40% of the trained women are employed in the relevant sectors (self-employed or otherwise).

These findings lead to the conclusion that traditional sectors have got exhausted in terms of employment generation and KP-TEVTA needs to explore other sectors where women can get jobs easily.

¹¹¹ NAVTTC (2018, June 25). Tracer Study of PMYSDP - Phase-IV, Batch-III.

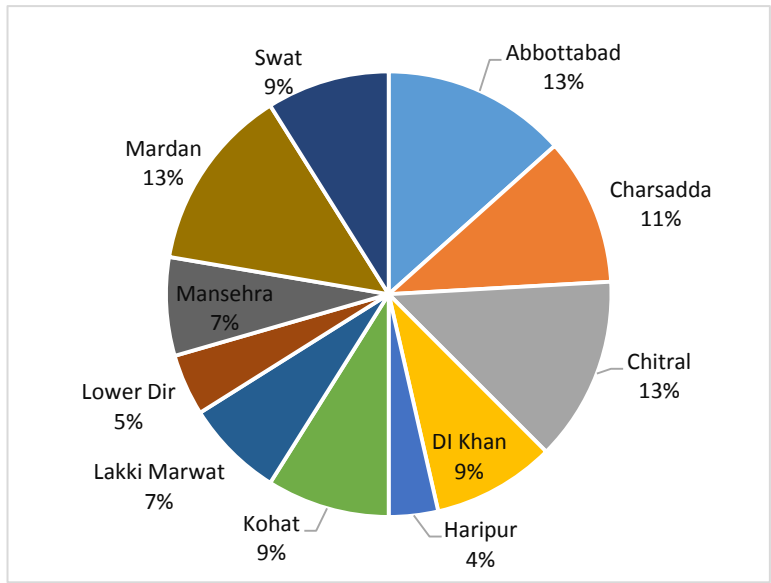


Figure 50 District-wise distribution of female respondents of the Tracer Study

(Data Source: NAVTTC112)

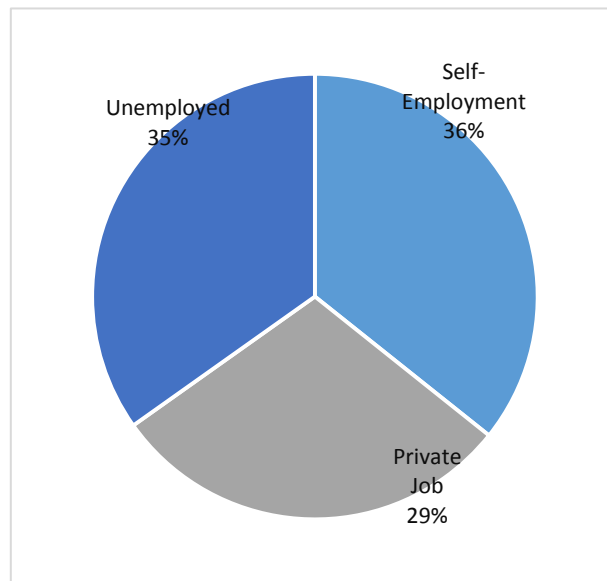


Figure 51 Employment status of women trained from TVET system in KP

(Data Source: NAVTTC113)

¹¹² NAVTTC (2018, June 25). Tracer Study of PMYSDP - Phase-IV, Batch-III.

¹¹³ NAVTTC (2018, June 25). Tracer Study of PMYSDP - Phase-IV, Batch-III.

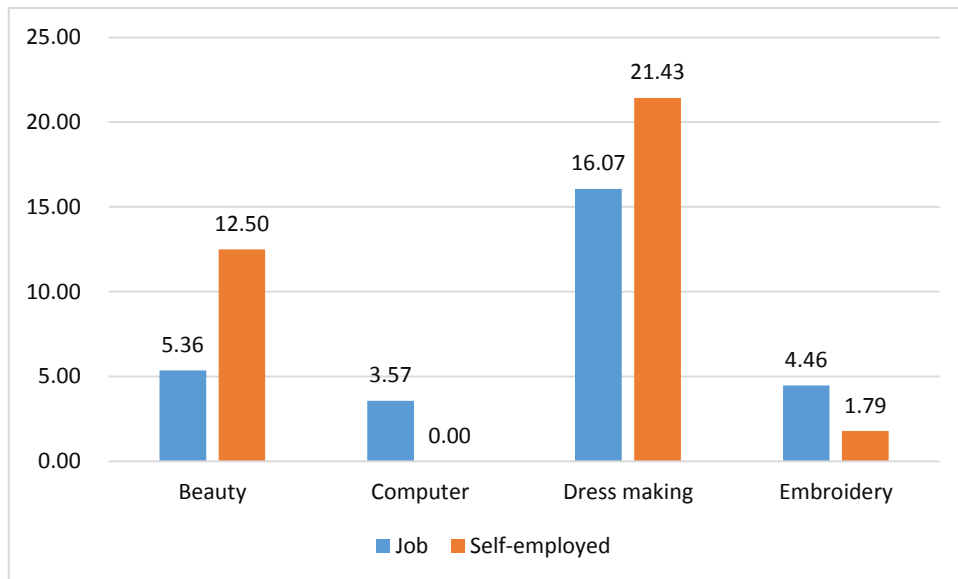


Figure 52 Sector-wise employment of women trained from TVET system in KP

(Data Source: NAVTTC114)

Organization Culture

Organizational culture was found to be very supportive for instructors and students. Here are some examples to substantiate this finding:

- Instructors in all institutes supported many deserving students. They even paid their fees from their own pockets.
- Instructors showed concerns about lack of employability of their students
- Students can informally communicate their concerns and lodge complaints to the management of the institutes.

¹¹⁴ NAVTTC (2018, June 25). Tracer Study of PMYSDP - Phase-IV, Batch-III.

Strengths and weaknesses of the existing TVET system

Strengths of the TVET system

The strengths of the existing TVET system in KP, identified through the FGDs and KIIs, can be grouped into five categories: a) institutional; b) financial; c) developmental; d) operational; and e) social strengths. The strengths are briefly presented and discussed below:

Institutional strengths

- **Government priorities:** Women's economic empowerment is on the priority agenda of the provincial government. It is evident from the following measures taken by the Government of KP:
 - It has created Provincial Commission on the Status of Women (PCSW)¹¹⁵
 - It has revived Women's Parliamentarians Caucus¹¹⁶
 - It has made 10 working women hostels functional in Khyber Pakhtunkhwa¹¹⁷
 - **Separate governing body:** A separate, specialized and dedicated administrative institution exists in KP which is responsible for managing the affairs of TVET system. It is KP TEVTA. The big strength of the TEVTA is the composition of its board. It has a well-balanced representation from public sector, private sector and academia.
 - **Women on the TEVTA Board:** It is also encouraging to note that women have some representation in the board of TEVTA¹¹⁸. For example, Chairperson of the Provincial Commission on the Status of Women; and President, Women Chamber of Commerce, Peshawar are on its board. At present there are three females (18%) on the board of 17 members¹¹⁹. However, their share can be increased.
 - **Number of institutes:** The province has a large network of TVET institutes. However, it appears that demand for TVET is far lesser than its supply. It is evident from the fact that according to Trade Assessment Board of KP, 242 institutes are lying dysfunctional in the province and affiliations of 45 institutes have been cancelled¹²⁰. It is also

¹¹⁵ GoKP (2014), p. 87

¹¹⁶ GoKP (2014), p. 87

¹¹⁷ GoKP (2014), p. 88

¹¹⁸ TEVTA Act available at http://kp.gov.pk/uploads/2016/02/11.Technical_Education_and_Vocational_Training_Authority_Act,_2015_.pdf

¹¹⁹ <http://kptevta.gov.pk/kptevta/board-of-directors-2/>

¹²⁰ http://ttb.com.pk/dysfunctional_institutes/

pertinent to point out that all of these centres are located in urban locations, while if we look at Figure 41, we find that 80% of the unemployed women are concentrated in rural areas. It implies that there is need for a change in the strategy of vocational training. Options of satellite or mobile training centres could be explored.

- **Database:** The KP TEVTA has created a comprehensive database of the TVET system. It contains data about budget, expenditures, staff details, training equipment, student's status etc. It is an important step towards development of a culture of evidence-based decision making.
- **Committed instructors:** Another aspect of institutional strength is the level of commitment expressed by some of the staff members of the institutes. In all three GTVCs, instructors reported that they had paid fees of some needy students from their own pockets. Secondly, it is also encouraging to note that instructors have concerns about employability of their graduates. For example, the Administrator of GTVC, Mardan, said, "my biggest concern is that jobs are not available. At least 50% of the students passing out from the institute must get job".
- **Career counselling and job placement centres:** Recently (October 2018)¹²¹, the KP-TEVTA established a career counselling and job placement centre in the province to facilitate the graduates of the institute in getting jobs. It has been set up in the Government Advance Technical Training Centre which is located at the Peshawar Industrial Estate.

Financial strengths

Other than operational budget, the Government of KP has allocated a considerable amount of budget dedicated for the projects related to TVET system. It may be noted that some of these projects are totally for women (such as serial number 6 and 7 in Table 12), while others would partly benefit women. It is expected that these projects would make considerable advancement in achieving the intended goals of the TVET system.

Table 12 A list of key projects related to TVET launched by KP Govt

S. No	Project	Total estimated cost (Rs. Million)
1	150752-One Liner Provision for improvement & development of technical Education.	7039
2	Establishment of University Technology at Nowshera	2690
3	100336 - Provision of Infrastructure Facilities & Equipment for the Upgraded GPIs at Timergara, Takhtbhai, Swabi, Abbottabad, Kohat, and Nowshera to the level of College of Technology	900

¹²¹ <https://www.thenews.com.pk/print/381337-kp-tevta-sets-up-career-counselling-job-placement-centre>

S. No	Project	Total estimated cost (Rs. Million)
4	110489 - Procurements of Equipment/ Machinery, Furniture & Library Books for GPIs in Khyber Pakhtunkhwa	364
5	Strengthening of 05 SVTIs handed over to PAF	93
6	Construction of Building for GTVC (W) Nowshera	54
7	Construction of Building for GTVC (W) Swabi.	91
8	Procurement of Deficient Equipment for Strengthening and Development of SVTI Institutes	399
9	Procurement of Deficient Equipment for Strengthening and Development of Government Technical & Vocational Center (Women) at Bannu outsourced to PAF team out of TEVTA One-Liner Provision ADP No.780 (FY 2017-18)	11
10	Procurement of Deficient Equipment for Strengthening and Development of Government Technical & Vocational Center (Women) at Swabi, outsourced to PAF team out of TEVTA One-Liner Provision ADP No.780 (FY 2017-18)	12
11	Procurement of Deficient Equipment for Strengthening and Development of Government Technical & Vocational Training Center (Women) at Batagram outsourced to PAF team.	48
12	Procurement of Deficient Equipment for Strengthening and Development of Government Technical & Vocational Training Center (Women) at Mardan outsourced to PAF team.	25
13	Procurement of Deficient Equipment for Strengthening and Development of Government Technical & Vocational Training Center (Women) at Kalabat District Haripur outsourced to PAF team.	25
14	Purchase of Equipment/Machinery for various Trades at GTVC (W) Zarghuonna Totanu Banda Swat.	7
15	Re-Construction of Building for Government Technical and Vocational Center for (Women) District Bannu.	105
16	Introduction of TSC in GTVC(B&W) phase wise	200
17	Development of Teaching Learning Materials for Various Trades/ Technologies	47

Operational strengths

Key operational strengths of the existing TVET system, as identified through the FGDs (involving instructors and students) and KIIs, are related to availability of machinery, material and attractions for students such as scholarships. These are briefly described below:

- **Provision of material:** The institutes/centre provide material to students for use in the labs/practical work. Funds are provided by the government and the centres/institutes to procure material on their own through contractors.
- **Two shifts:** Two shifts were available in some institutes such as GTVC Mardan: a) 8 am to 1 pm; b) 1 pm to 5 pm. It enables those women/girls to get vocational training who can't find time to join the morning shift.

However, regular students of general education still can't benefit from the vocational training, as their schools/colleges timings end at around 2 pm. If timing of the second shift of the centre starts at least half an hour after the closing times of the schools and colleges, then many regular students of schools and colleges would also be able to take advantage of the vocational trainings.

- **Machines:** Machines and necessary lab equipment are available in all institutes. This is a critical area. An instructor pointed out that "parents do visit labs before allowing their daughters to get admission". The Administrator GTVC Mardan reported as, "new machines have been added which are providing attraction to our students". However, there are some issues related to maintenance. An instructor at GVTC, Gulbahar informed that "a technician comes once a month to repair all machines are out of order". In other words, if some machines get out of order, training sessions are likely to be affected for a duration up to one month.
- **Scholarships/Stipends:** Stipends and tool kits are big attractions for students. The Administrator GTVC Mardan said, "under Prime Minister Programme, Rs. 3,000 are given to selected students. Besides, they get kits of the trade in which they get training." Such attractions do have some demerits, which may include: demotivation of the students of regular students and risk of favouritism.
- **Outsourcing of vocational institutes:** The KP-TEVTA has introduced a strategy of outsourcing of its centres. Private sector is likely to be more efficient and innovative than the public sector. It is easier for the private sector institutes to remove non-performing instructors, change methodology of teaching, introduce new programmes and procure material and machines more freely, as and when needed. However, there is a need to carry out an evaluation study to assess the extent to which the objectives have been achieved.

Developmental strengths

The TVET system in KP has started implementing competency-based trainings (CBT), which have been received well by students as well as instructors. Through examination, a student is declared as either competent or not competent. In case of success, the student moves to the next level. This initiative is helping in standardization of contents and teaching methodology. In GTVC, Mardan, it was informed that 130 students (65% of all) were enrolled in CBT courses.

Women related trades being covered under CBT¹²² programme fall under the categories of beauty and health care, computer operator, web designing, Auto Cad, food processing, cooking, commerce, others.

The initiative of CBT has been rated high by teachers, instructors and administrators. However, feedback of the employers should also be sought.

Social strengths

It is crucial that acceptance of the TVET is improved at society level. It appears from the expressions of some students that many people have started realizing the need of vocational training. Economic pressure is one of the factors which is creating demand for vocational trainings. For example, a student at GTVC Mardan said, “no one knows when bad time would come to us... we can use these skills in such situations and support our families”.

Weaknesses of the TVET system

Barriers to enrolment

Leading barriers to enrolment, as identified by the participants of FGDs and KIIs are: transport facilities are not available; high dependency of females on male family members (parent don't allow their daughters); social value of the vocational education is low; many people can't afford fee and there are some security issues for women; and options (trade) of training are limited for women. Besides, there are some other issues too, for example, inappropriate location of the institute and absence of boarding facility for female students. These issues are briefly discussed below:

Table 13 Major barriers to enrolment

Institute	Fees/ expensive	Transport	Low social value of TVET	Lack of permission from family	Security	Institute Location
GTVC, Mardan						
KII-1 (Administrator)		✓		✓		

¹²² CBT programmes have been introduced as a part of National Skills Strategy

FGD Students	✓	✓	✓	✓	✓	
FGD teachers		✓				
GTVC, Gulbahar						
KII-1 (Principal)		✓	✓	✓		
FGD Students		✓				
FGD teachers		✓	✓	✓		
GTVC, Nowshera						
KII-1 (Accountant)	✓	✓	✓	✓	✓	✓
FGD Students	✓	✓		✓	✓	✓
FGD teachers	✓	✓	✓	✓		✓
Frequency						
	4	9	5	7	3	3

Lack of transport facilities

Lack of transport facility was highlighted as one of the leading barriers to enrolment. Public transport is not only considered unsafe for women but is also deemed expensive. Transport cost, as reported by the students, varies from Rs. 1,500-3,000/month in Mardan and from Rs. 2,000 to Rs. 6,000/month in Peshawar. Most of the students of vocational institutes represent poor families. Several students indicated that their families can't afford transportation cost. Most of the instructors also highlighted this issue. For example, an instructor of GTVC Mardan reported that, "some women apply for admission but decide not to join when they learn that transport facility would not be available".

In fact, willingness to pay (WTP) for vocational education is low. A student from GCTV Mardan explained it as, "when we tell our parents that there is no transport facility available and they have to pay transport expenses, they become rigid in giving permission". There are only few cases, which indicated that few students had earned to meet their transport expenses. A student at GTVC, Mardan said, "I do tailoring work at my home. Whatever I earn is used in meeting the cost of traveling to and from the institute".

Lack of permission from family

Decision making power lies with men¹²³. They don't easily give permission to their females to join any vocational training. Women are usually not allowed to go out of their homes. Many students highlighted this issue. Even some reported that their brothers had resisted and allowed them to join training only after lot of efforts. The issue of lack of permission from families emerged out as the second most important barrier to enrolment.

There is a cultural dimension too which imposes restrictions on women. In Pakhtun culture, women's movement is subject to many restrictions. The issue is well known and recognized by the government too. For example, The Integrated Development Strategy 2014-18 of the Government of KP notes that "*Women and children are particularly disadvantaged and deprived due to cultural barriers*"¹²⁴.

Another reason is the early marriage of girls. In their new family setups, they have often subject to even more restrictions. The Administrator of GTVC, Mardan pointed out that "many girls are married in their early ages. Many of them are interested in TVET, however, they can't because they have to look after their kids and fulfil other domestic responsibilities".

It is interesting to note that a large number of parents allow their daughters to get admission in general education but not many parents allow their daughter to get vocational training. A student at GCTV Mardan said, "parents and brothers give permission easily for education in general colleges/schools... but they don't give permission easily for technical or vocational education". Even an instructor of a TVET institute openly said, "I will not allow my daughter to join TVET". Why is it so? A leading reason is the low social value of the vocational system.

Low social value of training

In all FGDs, it emerged out that students who fail to make any progress in general education often end up in vocational education. In fact, vocational education figures out in the preference of neither students nor their parents. Their first preference is always general education. When parents make their mind that their boys/girls lack enough intelligence and/or interest in their studies, some of them consider the option of vocational training. A student at GTVC, Mardan said, "a common perception is that only those boys or girls join vocational institutes who fail to continue their formal education". Similar views were expressed by students in other FGDs too.

Why is it so? Vocational education is associated with poor segments of the society, as is evident from the following views expressed by an instructor at GTVC Mardan: "people think that those who join vocational training, belong to lower segments of the society". *Another instructor at GTVC Mardan added*, "TVET is considered by masses, as a brand of education for poor".

¹²³ GoKP (2014), p. 86

¹²⁴ GoKP (2014), p. 63

Why is the socially perceived value of VET very low? Through FGDs and KIIs following two reasons were identified:

- **Low class workers**: In every community, artisans (such as carpenter, tailor etc.) are usually considered as low-class workers.
- **Low job market**: There are not many jobs available for women holding vocational certificates especially women. A student of GTVC Mardan said, “there are no jobs for females”. Job market favours men and discriminates women in many ways. A faculty member at GTVC Mardan said, “there are plenty of jobs for men and almost none for women”. Even salaries for women are also very low. An instructor of GTVC Mardan said, “if women manage to get jobs, they get very low salaries. A lucky woman gets as high as Rs. 10,000 per month.”

Fee/affordability

- Students of vocational programmes have to pay more fee as compared to general education, whereas brand value of general education is higher than that of the TVET. A student at GTVC Nowshera said, “here we have to pay Rs. 1500 for a course which is very high for our families”. Most of the students belong to poor or lower middle class of the society. In all three GTVCs it was reported by teachers that some of the students were so poor that they had no fee to pay and teachers had pooled money to pay their fees. In Nowshera teachers paid fees of 6 students (about 13% of all students). So, fee is one of the major barriers. A student from GTVC Mardan said, “I can’t afford fee. I have to do work to earn so that I can pay fee”. An instructor at GTVC Mardan pointed out that, “they are poor and can’t afford even fees. If fee is exempted, many more will happily join”.
- TVET related projects/programmes offer financial and non-financial incentives to the students while students enrolled in the regular programmes have no such incentives available to them. Rather they have to pay fee training fee. It discourages students of regular programmes.

Security related issues

Security issues were also identified by the participants of the FGDs and KIIs, as one of the leading barriers to women participation in TVET. Female students are often subject to harassment on their way to institutes and back to their homes. Some students complained that they, at times, faced harassment while traveling to and from their institutes. One of the students at GTVC Mardan told that “there are two times when boys/men gather around the gates of girls colleges and universities - at around 8 am and at around 1 pm and harass female students”. During these two times, security officials should remain around the women/girl’s colleges/schools/universities in civil uniforms and be ready to attend any situation. In just few days, situation will ease out. The principals of the vocational institutes may approach the local administration to provide help.

Other barriers

In addition to the above-mentioned barriers, there were many other barriers emerged out of FGDs and KIIs, which are briefly discussed below:

- **Number of training institutes for women:** Inadequate number of TVET institutes for women is another constraint. There are 50 institutes being run by TEVTA, KP out of which only 17 institutes (34%) are meant for females¹²⁵. These institutes are located in only 15 districts¹²⁶. The Director (Operations), TEVTA, KP also highlighted this issue by saying that, “number of TVET institutions for women are much less than those for men”. The cost of establishing a new technical and vocational centre is very high. According to Director (Operations), TEVTA, KP, the cost of setting up a new centre in the public sector is Rs. 100 million. Since 19 of the 34 districts of KP are without any public sector vocational centre for women, it would require Rs. 1.9 billion to setup vocational centres for women in the remaining districts. A more effective and feasible solution will have to be worked out. Three alternate options can be considered:
 - Option 1: Appointing TVET instructors in women schools/colleges of general education and running vocational programmes in second shifts.
 - Option 2: On public private partnership (PPP) arrangements, private concerns may be facilitated to open vocational schools.
 - Option 3: Outsourcing the work of TVET to private sector and giving targets to them. In such case, examination may be conducted by the Khyber Pakhtunkhwa Board of Technical Education (KP-BTE). The government may pay a certain amount of funds in proportion to the number of students qualifying the examination. In this connection, the institutes which are lying dysfunctional can be revived with some assistance. This option seems more feasible, as it will allow the government to adjust its priority areas of training, from year to year.
- **Limited options of trades/programmes:** Only a limited number of options (trades) of training are available for females, which are related to tailoring, beautician and computer. Although, there are 87 programmes in which vocational training/education is being offered in KP¹²⁷, however, only few are meant for women.
- **Timing issues:** Timings of TVET are mostly inflexible. A student at GTVC Nowshera said, “many married women are interested in vocational training, but the problem is that they can’t afford more than three hours a day”. Timing of the vocational institutes overlap with the timings of the schools too, so if a woman has school going children, she can’t attend any vocational training as she has to prepare kids to go to schools and keep food ready before the arrival of children back from schools. The Administrator of GTVC Mardan explained the issue by sharing two cases. She narrated first case as: “I met a woman who wanted to attend training but could not because at 8 am she had to make her kids prepared for school and TVET timing also started at 8 am”. The second case was related to a woman who had a special child who was studying in an institute for special children (which is located just in front of the GTVC). The women said to the administrator as, “I have to drop my kid at his school at 8 am and pick him at 1 pm so I need little relaxation in timing that I may come little late and leave little early”. It is also pertinent to point out that preference of training timing may differ for women and girls. For example, Administrator of GTCV Nowshera said, “girls prefer evening shifts while married women prefer morning shifts”. In view of these issues, ideally some special programmes may be launched for married women, starting at 8.30 and closing at 12.30, while programmes for girls studying in general education may begin at 2.30 and end at 5.30 pm.

¹²⁵ http://ttb.com.pk/tevtas_institutes/

¹²⁶ Abbottabad, Banu, Charsadda, DI Khan, Haripur, Dir Lower, Dir, Mansehra, Mardan, Nowshera, Swabi, Swat, Karak, Kohat, Peshawar

¹²⁷ <http://ttb.com.pk/trades/>

- **Location of the institutes/centres:** Access is an issue in some areas. For example, in Nowshera the GTVC is located at least two km away from the main city and is situated in a street. Female students feel uncomfortable in walking to the centre.
- **Legal barriers:** In order to get admission in CBT programmes, the applicants are required to submit copies of their identity cards, however, many females especially girls don't have their CNICs. Eventually, their applications are not entertained.
- **Training of persons with disabilities (PWDs):** There is need to provide proper facilities to PWDs. In one centre, it was observed in GTVC Mardan that a PWD had to walk on stairs to move to the first floor for attending training.
- **Lack of hostel facility:** The Principal GTVC, Gulbahar said, "due to non-availability of any hostel facility, students from rural areas can't take advantage of TVET".

Issues related to quality of education

FGDs and KIIs identified several issues which affect quality of training. Major issues are summarized (with frequency of occurrence) in Table 14 and briefly discussed below:

- ***Teachers exposure:*** Instructors usually lack exposure to practice and market. It results in considerable gap between industry practice and vocational training. This issue was highlighted by participants of almost all FGDs especially those of students. Some students at various institutes pointed out that their teachers needed exposure to contemporary fashions, trends, designs and practices. The Administrator of GTVC Mardan also highlighted this issue by saying that, "teachers' exposure to practical field is insignificant." How to bridge up this gap? She suggested that, "we need to invite guest speakers from companies such as Chen One to come to our institute and deliver special sessions for our students".
- ***Library:*** Libraries also need attention. Students from almost all GCTVs visited, emphasized on the need to improve the libraries of their vocational centres. One of the students said, "books present in our library are very limited and very old ... even some books are as old as of 1951". Instructors of the GTVC, Gulbahar, Peshawar also highlighted the same issue. One option is to ask private sector companies (dealing in products related to beauty and fashion) to provide books, manuals and other related stuff, which would be useful for students and instructors. The proposed intervention will serve many purposes: to bridge up gap between industry and vocational centres and to improve employability of the students.
- ***Education level of students:*** There is no education minimum requirement for getting admission in some training programmes (e.g. tailoring). Eventually, there is often considerable variation in the education level of the students. Some are more educated while some are not even literate (see **Figure 48**). It makes the task of the instructors very difficult. The Administrator of GTVC, Mardan said, "approximately 50-60% of our students enrolled in training related to training are illiterate. They are not able to read and write." The percentage of illiterate students was reported as 25-30% in GTVC Nowshera. It affects quality of training, as it becomes difficult for them to meet the expectations of all students. It undermines social value of vocational training and also become a barrier for the entry of educated women into vocational system. However, it is also inappropriate to exclude women who are not literate. One option is to make two groups: one with more educated and second with no or less education. Alternatively, special programmes (short duration, limited timings) can be offer to housewives.
- ***Material used in labs:*** Material us in the lab work is provided by the institutes to the students. However, there are some issues associated with it, as reported by the

students and the faculty members: 1) material provided to students is inadequate; 2) products made by the students cannot be taken away by students from the institutes; 3) quality of the material is not satisfactory as it is procured through contractors; 4) it becomes expensive as it includes taxes and other costs; 5) the products made by students are retained by the institutes and there is no policy of selling them. Since material is owned by the institutes, hence, it may not be possible for the institute to handover products to the students. However, just stocking the products at the institute would simply cause wastage of resources. One option to deal with this issue is to organize exhibitions on monthly basis and inviting parents of the students and public to come and purchase products. The centres may retain the cost of material and distribute profit among students and their instructors. It will spark a spirit of competition among students and instructors to improve their skills and quality of their products. Besides, the centres would become self-sufficient in material.

- **Outdated contents:** Contents of training is another area which needs improvement. It was a common observation of students of all three centres/institutes visited in KP that curriculum and designs of their courses needed improvement and update. Some students of GTVC Mardan indicated that the methods/designing of tailoring they were learning at the institute were old and outdated. A student in GTVC Mardan reported that, “I recently visited Islamabad and observed that the world has changed a lot. I realized that what we learn in the centre is not aligned with the modern time. We should be introduced to the new fashions and designs. We must know the fashion of the day.” Another related issue emerged in the FGD conducted at GTVC Mardan. The subjects of Pakistan Studies and Islamic Studies are not much related to the TVET and can be replaced with subjects of English and Computer, where possible.
- **Customer management skills:** Students at GTVC, Gulbahar emphasized that “the institute is developing our technical skills, but we don’t know how to interact with customers.
- **Outdated machines:** Students in almost all GTVCs reported that most of the lab equipment and machines were old. Instructors of GTVC, Gulbahar, Peshawar also pointed out that the machines of their centre needed to be replaced. Some students at GTVC Nowshera even stated that, “machines and tools available in the institute are different while those mentioned in the books are different”. They suggested that in order to enable instructors to keep pace with advancements taking place in the industry, laptops should be provided to them so that they can learn new things and keep themselves relevant. Some of the instructors also pointed out that budget available for repairing and maintenance of machines and equipment was inadequate. In one centre, it was observed that some machines were lying in the corridor for repair.
- **Other issues**
 - **Equivalence of education:** The Principal, GTVC, Gulbahar, pointed out that “employers don’t recognize our diploma certificates as a qualification equivalent to intermediate. Recently one of our students applied for a job in the public sector. Her application was rejected only on this ground. It discourages our students and teachers”. However, according to the Book of Equivalence of Educational Qualifications in Pakistan, Diploma of Associate Engineer is equivalent to the Higher Secondary School Certificate (HSSC), Pre-engineering¹²⁸.
 - **Lack of internet access:** Some students indicated that they had Internet access neither at their homes, nor at the institutes. One student emphasized that access

¹²⁸ IBCC [Inter Board Committee of Chairmen] (1997). Equivalence of Educational Qualifications in Pakistan. Islamabad: Ministry of Education, Government of Pakistan, p. 42. Available at <http://www.pbte.edu.pk/downloads/Equivalence%20certificate.pdf>.

to internet would help them in exploring new fashions, designs, methods and techniques.

- **Multimedia projectors:** Multimedia projectors are needed in beautician courses to demonstrate certain techniques to a large group of students. A student of beautician course at GTVC, Gulbahar pointed out that “when an instructor is making demonstration, only few students can observe it, rest of the class can only guess about what is going on”.
- **Dissatisfaction among teaching faculty:** Teaching faculty from most of the institutes showed dissatisfaction with their jobs. Their concerns were related to poor prospects of promotions, non-availability of foreign training courses for female instructors, discrimination/injustice, lack of facilities such as day care, transport etc. A teacher at GTVC, Gulbahar said, “I took 35 years to move from BPS-10 to BPS-17 where as a young lady has been directly inducted in BPS-17”.

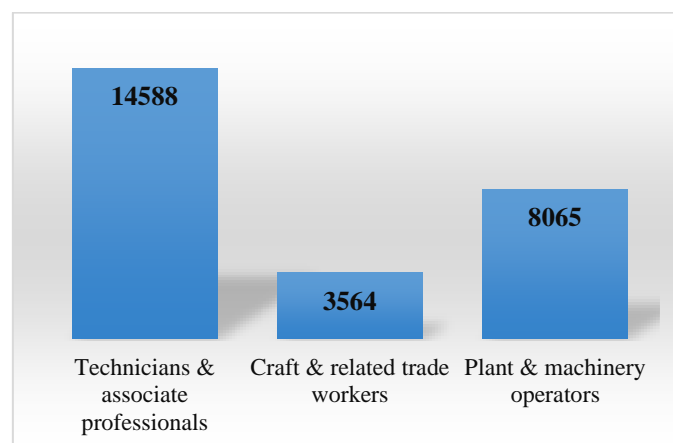
Table 14 Major issues affecting quality of training

Institute	Students illiteracy	Poor teachers' exposure	Poor library conditions	Material related issues	Outdated contents	Outdated machines
GTVC, Mardan						
KII-1 (Administrator)	✓	✓	✓			
FGD students	✓	✓	✓	✓	✓	✓
FGD teachers	✓	✓	✓			
GTVC, Gulbahar						
KII-1 (Principal)		✓	✓	✓		
FGD students		✓	✓	✓	✓	✓
FGD teachers		✓	✓			
GTVC, Nowshera						
KII-1 (Accountant)	✓	✓				
FGD Students		✓		✓	✓	✓
FGD teachers	✓	✓				

Barriers to employment - jobs

Lack of employability is an area of big concern. Major barriers to employability are presented below:

- Job market:** Jobs are quite rarely available for females. The issue was highlighted in almost all FGDs and KIIs. Besides, data of jobs advertised in the province also confirm the presence of this issue. Findings of the FGDs indicate that leading source of employment for women in KP is teaching in TVET system, followed by beauty parlours. Surprisingly, a dreamy job for most of the students is teaching in the TVET system. This is because the job is easy, secure and financially more rewarding. Director (Operations), TEVTA, KP said, “*there is no strong industrial base in the province. Jobs for women are available in limited industries such as beverages and pharmacy... and even in these industries men dominate. Saloons/beauty parlours are the places where women get more jobs*”. However, options can be explored to handle this issue. For example, the TEVTA management can talk with local governments to organize Sunday bazaars (temporary markets held on weekly basis) for women, where women can display their products and sell. Besides, there may be a dedicated section for beauty parlours. It will promote women entrepreneurship.
- Low wages:** The issue of low wages was raised by participants in different FGDs and KIIs. Salary packages for females are very low in all sectors. Even available statistics also endorse this issue. The labour force statistics of Pakistan Bureau of Statistics for the year 2013-14¹²⁹ reveals average salaries of women as craft and related workers were just Rs. 3564 per month while that of women as technicians and associate professionals were slightly better (**Figure 53**). breakdown analysis suggests that two third of women of KP employed in the afore-mentioned three trades were Rs. 10,000 (see **Figure 54**). The assessment of salaries, for women, by Director (Operations), TEVTA, KP endorse these statistics. He said, “wages for women in the private sector are as low as just Rs. 5,000 per month”.



¹²⁹ <http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2013-14/t43-pak-fin.pdf>

Figure 53 Average salaries of women in KP (in Rs. /month)
Source: Pakistan Bureau of Statistics¹³⁰

- **Gender gap:** Statistics show that average salaries of male technicians and associate professionals in KP (Rs. 19,802 per month) are about 36% more than that of women (Rs. 14,587 per month) in the same category of employment. Salaries of more than half of the women employed in this category earn less than Rs. 10,000 per month (see **Figure 54**). Gender wage gap analysis presented in **Table 15** shows that gap is very high in craft and related trades.

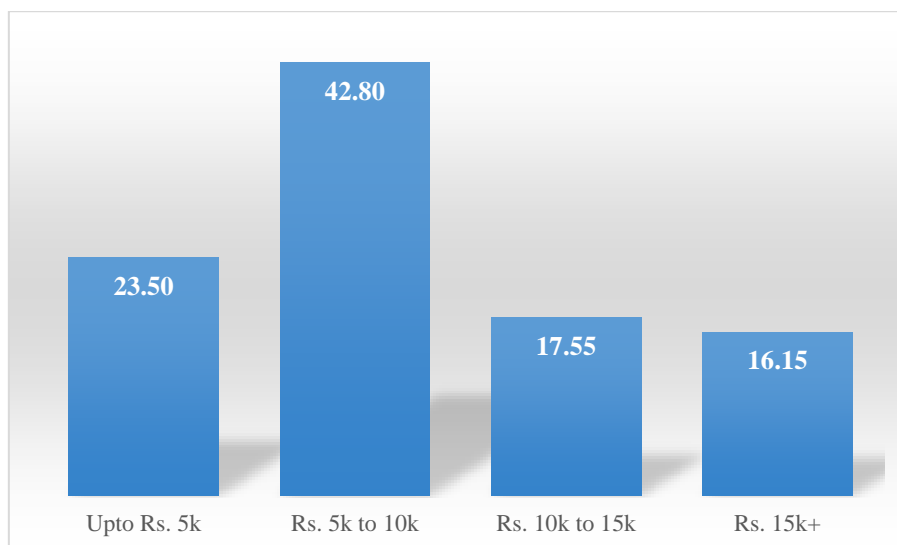


Figure 54 Salaries of women employed as technicians, craft workers and machine operators in KP
Source: Pakistan Bureau of Statistics¹³¹

Table 15 Gender wage gap in selected trades in KP

Trade	Average monthly wages (Rs.)		Gender Wage Gap (in %)
	Female	Male	
Technicians & Associate Professionals	14588	20917	30.26
Craft & related trade workers	3564	13815	74.20

¹³⁰ Available at <http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2013-14/t43-pak-fin.pdf>

¹³¹ Available at <http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2013-14/t43-pak-fin.pdf>

Plant & machine operators	8065	12699	36.49
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Source: Pakistan Bureau of Statistics¹³²

Barriers to employment - self-employment

Self-employment appears to be least preferred choice by women in KP. Lack of financial capital is the single most important barrier for self-employment, identified by the participants of the FGDs and the KIIs. Since available jobs are limited for women, hence, the only other option is to promote self-employment. The women trained through vocational centres can launch their own business on small scale basis. For example, a student at GTVC Mardan said, “there is great demand for beauty parlours in Mardan because a large number of females attend parlours before attending marriage events”. However, they don’t have access to financial capital. Most of the students of TVET system hail from poor families. They are so poor that they can’t generate enough resources to setup a small business. Secondly, it should also be kept in view that businesses usually don’t start producing enough returns in short span of time. Hence, additional resources are needed to meet the operational expenses during that period. Thirdly, women in Pakhtun culture are subject to many restrictions. Lastly, it is also an undeniable fact that not all businesses are successful. Many businesses do fail. A failure of a business for a poor family would prove to be a big disaster. Hence, it is hard to expect from women belonging to poor families in KP to launch their businesses.

Table 16 Major barriers to employment and self-employment

Institute	Scarcity of jobs	Low wages	Lack of capital
GTVC, Mardan			
KII-1 (Administrator)	✓	✓	✓
FGD students	✓		✓
FGD teachers	✓	✓	✓
GTVC, Gulbahar			
KII-1 (Principal)	✓		✓
FGD students	✓	✓	✓
FGD teachers	✓	✓	✓
GTVC, Nowshera			
KII-1 (Accountant)	✓		✓

¹³² Available at <http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2013-14/t43-pak-fin.pdf>

FGD Students		✓	✓
FGD teachers	✓		✓
Frequency	8	5	9

Best practices

Despite the fact that the TVET system carries several weaknesses, there are some best practices present in the system which can be adopted on large scale for more positive outcomes. Some of them are stated below:

- **Admission campaigns:** Teachers in GTVC, Nowshera form teams (two teachers in each team). The teams visit door to door and provide training related information to women and families. The Principal, GTVC, Gulbahar also informed that teachers of her school too launched informal campaigns to attract students. She told that her own niece had also got admission in one training. An official of GTVC Nowshera informed that

“almost 95% students come through the efforts of teachers (50% through their references and 45% through direct mobilization i.e., door to door campaigns. At the time of admission, GTVC Nowshera, source of information (how did the applicant get information about training) is asked from the applicants. Such information is analysed to find out which strategy is proving effective and which is not proving.”

- **Complaint system:** Anonymous complaint system has been setup in GTVC Nowshera and GTVC Mardan. A student can file complaints without mentioning her identity. An official of GTVC, Nowshera informed that so far, they had received 25 complaints - all were related to the improvement in the quality of training.
- **Community Based Organizations (CBOs):** Mr. Tahir, DD, FATA Development Authority (FDA) reported that “in FATA region 56 vocational centres have been linked to CBOs. Each CBO is linked with two centres. Each student will be given Rs. 5,000 for purchasing material and making products. The CBOs will pick products of the outstanding students and market them.” This practice can be tested in other contexts too.
- **Mobile centres in the FATA region:** A concept of mobile training centre was introduced in the federally Administered Tribal Area (FATA). The DD, FATA Development Authority (FDA) explained the model of training as follows: “When a centre is opened in a locality, 20-25 girls are given admission. Upon completion of training, the centre moves to the next location.” This model of vocational training appears to be more efficient and effective in rural areas.
- **A tool for change management:** In order to overcome cultural barrier in FATA region, as reported by DD, FDA, girl students were given stipends and were asked to prepare clothes for their brothers and elders. Their brothers and fathers were so pleased that they allowed them to continue participating in the training courses.

- **Integration of vocational training with local economy:** Pakistan is the second largest producer of pine nuts in the world. South Waziristan accounts for about 90% of the total quantity of pine nuts produced in the country¹³³. A large number of women are employed in the pine nut processing industry. The DD, FDA reported that a course on the processing (picking, cracking and roasting) and packing of pine nuts was introduced in South Waziristan. About 1000 women participated in these trainings. It didn't only benefit the trained women, it also added value in the industry.
- **Project-based training offerings:** It appears from the experience of FDA that vocational trainings under projects prove to be more effective and cheaper than establishing permanent facilities.
- **Public private partnership:** the KP-TEVTA has come into arrangements with Shaheen Foundation to launch vocational centres at different locations in the province. It offers many advantages for the government: a) there is no need to hire and retain permanent employees; b) there is no need to have big building infrastructure; c) operational costs are reduced; d) it is easier to introduce new trades; and more attention can be paid to quality.

¹³³ <https://www.dawn.com/news/1405939>

Recommendations

Based on the findings of the study, following are the key recommendations for promoting women participation in TVET, improving quality of training and enhancing employability of women:

Women's participation in TVET

- **Fee** is a barrier to enrolment for women hailing from poor families. It should be waived off for all those who are poor or can't afford. Alternatively, fee structure should be adjusted in line with the fee prevailing in general education.
- **Non-discrimination:** As mentioned earlier that incentives being provided under TVET programmes are providing disincentives to the students of regular programmes. Hence, it is suggested that purview of the incentive schemes should be extended to the existing female students too. Alternatively, the stipends may be withdrawn, and the saved money may be used to provide transport to all students.
- **Transport** facility should be provided to all students, as public transport is expensive and unsafe for women. There are two options. Option 1: Make arrangements with other govt colleges/schools/universities where transport facility is available. Their transport system may accommodate students of vocational centres too. For example, Abdul Wali Khan University is situated close to GTVC, Mardan. The university has a pool of 17 buses and 21 coasters to provide transport facility to students residing in almost all localities of Mardan, Charsada, Swabi and Peshawar, Nowshera¹³⁴. It can be requested to extend their transport facility to the students of GTVC. It will also help TVET students to mix up with students of general education and may be able to attract more students to TVET. Option 2. Launch cooperative transport system. Make clusters of students. Hire a transport for each cluster.
- **Second shifts:** Infrastructure of the GTVCs can easily support two shifts of training a day. It is proposed that second shift training should be introduced in selected vocational centres. Second shift should begin at least half an hour after the closing times of the schools and colleges, so that students of general education can also take advantage of vocational training.
- **Satellite training centres:** As shown by data (**Figure 41**) almost 80% of the unemployed women are concentrated in areas, while there is no vocational training facility available there. It calls for a change in the strategy. Here are two options: Option 1: opening mobile training units - it will be temporarily placed in a specified village to impart training in a certain trade, having high alignment with the nature of local economy and resource base. After completing training, the unit will move to another location. The same model has successfully been adopted by the FDA. Option 2:

¹³⁴ <https://www.awkum.edu.pk/Transportation.html>

Students who have passed out from the vocational institutes and are currently unemployed should be allowed to open training units at their homes, where possible. Such units should be attached with nearest vocational centres. Upon completion of training, examinations may be conducted, and certificates awarded by their respective institutes. It will not only create more employment opportunities but will also help in promoting TVET in far-off locations and in reaching the unreached women, especially in rural areas. Option 3: Government schools for girls are present in almost all villages of the province. Initially, vocational training may be launched in the buildings of those schools, after school hours. It is expected that even many regular students of general education would join such trainings.

- **Web-based learning facility**: If web-based learning, using the approach of MOOCs [massive open online courses], is also launched typically on the pattern by COURSERA [<https://www.coursera>], the TVET system can reach large number of women, even in remote locations where Internet facility is available.
- **Day care centres**: If day-care centres are setup in the TVET institutes, many housewives would be interested to join training. It is encouraging to note that the initiative is already under consideration. Director (Operations), TEVTA, KP informed that “day cares are being set up in the TVET system”. There is a need to follow-up. Secondly, it should also be ensured that the facility is available to students too.
- **Security**: At opening and closing times of educational institutes, police may be requested to provide patrolling on the roads leading to the institutes and in the surroundings so that female students can come and leave with peace of mind. This recommendation is in line with the Women’s Protection Act. Besides, an emergency number should be given to female students. At any point in time, when they feel harassed or perceive any threat, they can call for help. These initiatives will boost confidence of parents too and they will feel encouraged to send their daughters and sisters to educational institutes.
- **Location**: Training centres should ideally be located near other women educational institutes and along the main roads so that students can come more comfortably and more confidently, while walking.
- **Waiver in the condition of identity cards**: A number of women are reportedly unable to get admissions in the CBT programmes because they don’t possess identity cards. It is proposed that on the day of admission, National Database & Registration Authority (NADRA) may be requested to send their mobile offices to register non-register women/girls and issue them their identity cards, if they are eligible.
- It may be made **mandatory** for all students of inter and graduation to enrol in at least one TVET programme during each year. They can join in the evening shifts or during summer breaks.
- **Training for persons with disabilities**: Special arrangements must be put in place to facilitate persons with disabilities to get vocational training. Such arrangements may include scheduling their classes on ground floors.
- **Salary structures**: Instructors in public sector institutes are highly paid as compared to those working in the private institutes. For example, in public sector institutes of KP, a junior instructor is placed in BPS-14 and a senior instructor in BPS-17. Even salary of a junior instructor in her early years of career would easily come around Rs. 40,000 per month (see **Table 17**). On the other hand, in private sector an instructor of the same rank can’t expect even Rs. 20,000. It implies that contract-based appointments in the vocational centres would be more cost efficient and effective.

Table 17 Salary structure of BPS-14 and 17

Head	BPS-14	BPS-17
Min basic pay	Rs. 15,180	Rs. 30,370
Max basic pay	Rs. 50,280	Rs. 76,370
House Rent	50% of basic	50% of basic
Conveyance Allowance	Rs. 2,856	Rs. 5000
Adhoc relief 2010	50% of basic	50% of basic
Adhoc relief 2017	10% of basic	10% of basic
Conveyance charges for late sitting	Rs. 225/day	-
Medical Allowance	15% of basic	15% of basic

Source: various circulars of Ministry of Finance¹³⁵

Quality of training

- **Teachers attachments with reputed companies:** Each instructor may be attached with reputed companies during summer breaks or vacations for one month each year so that they gain practical exposure and update their knowledge and skills. It will also help them in developing linkages with the market and creating internship opportunities and job openings for their students.
- **Quality of material used in the labs:** In order to address the issues of ownership, quality and cost of material, there are two options which can be considered: Option 1: Instead of procuring the material, the vocational centres may distribute the funds among students so that they can purchase material of their own choice. It will reduce cost also, as it will eliminate contractor's profit and withholding tax. Option 2: Funds for material should be provided only once. The students may be asked to prepare products and exhibit them. In order to facilitate students to market their products, exhibitions should be held in every centre on monthly basis. Each student may be asked to earn through selling their products and return the cost of material to the centre and retain the profit. The cost recovered may be used for second round of product making. The profit may be shared with their supervisors. It will create a pull effect by providing a strong incentive for the students to improve their skills matching with the needs of the market.
- **Revision of curriculum:** Manuals of training should be revised - updated and simplified on regular basis.
- **Literacy and numeracy skills:** A large number of students who join some courses (such as tailoring) have poor literacy and numeracy skills. On the other hand, there are

¹³⁵ <http://www.finance.gov.pk/circulars.html> [Note. Salary system of Government of Pakistan is adopted by the provincial governments. Same grades and same allowances are applied to the officials of the provincial governments]

some qualified students too (with certificates of intermediate and graduation). This situation puts both categories of students at disadvantage, as only option available with instructors is to keep level of their instruction at middle level: first group struggles to keep pace as it is far above their level of qualification, while the second group is likely to become disengaged and they may feel that the quality of instruction is below their level. What is more viable option? It is suggested that: 1) students may be divided into two groups - one for more qualified students and second for less qualified students; and 2) each of the more qualified students may be asked to voluntarily take one non-literate student and teach her basic numeracy and literacy skills.

- **Hiring of trainers:** Ideally, the vocational centres should have limited permanent faculty. They should have more flexibility in hiring experts from the market so as to bridge up gap between training and industry practice and easily adjust to the changing market conditions. Instead of hiring instructors on permanent basis, it is suggested that trainers should be hired from course to course basis. The vocational centres may invite proposals from individuals who can conduct trainings in specialized skills and have some practical experience too. A widely publicized campaign can help in attracting more talented women who possess specialized skills. Selected individuals should be assigned the tasks of conducting trainings. If response to any course is high, the vocational centres may consider charging fee. It will benefit everyone. It will prove more cost effective and goal oriented. Accountability is a key to success.
- **Library:** A very cost effective and easiest solution is to develop a central digital library. It should be updated regularly. Some books can be translated into Urdu language so that even students not well-conversant with English can take advantage of the material. Its access should be provided to teachers and students. The library may contain
 - Books
 - Magazines
 - Video lectures/demonstrations
 - Fashion catalogue
 - Documentaries
 - Manuals
 - Training material etc.
- **Course designing:** Instead of recruiting course designers on permanent basis, proposals may be solicited from the private individuals for designing courses. A committee may review the proposals and get new courses designed, validated (through peer review) and then added to the courses list. The TNA exercises, proposed earlier, may also provide input in setting priorities.
- **Monitoring of courses:** No standard policy of TVET may work equally well in all regions. Demand of the courses should be monitored closely. The courses wherein case enrolment is very low or negligible, should be closed and their trainers be transferred to other centres or they may be asked to learn new skills. It will also require the TEVTA to conduct district-wise training need assessment (TNA) on annual basis. New courses may be added depending upon the emerging needs identified through TNA exercises.
- **Provision of internet facility:** One-hour session on Internet per week would be sufficient for students to explore new fashions, designs, methods, techniques and practices through internet.
- **Career counselling:** Women candidates of admission and students need to be provided career counselling services so that they can make right decisions in defining their career paths and choosing courses.

General

- **Data driven decision making:** The KP TEVTA Database can be improved for making more meaningful analysis, promoting the practice of data-driven decision making. Simple analysis-module will add a considerable value.
- **Value for money:** A study is needed to determine value for money for training/education in each trade so that priorities are set accordingly.
- **Tracer studies:** Tracer studies are needed to be conducted on regular basis so that appropriate changes are introduced in the TVET system to make it more relevant, efficient and effective.

Employability

Here are recommendations for improving employability of TVET women graduates:

Trades

As discussed earlier, traditional trades such as beauty care, tailoring and embroidery are already over exhausted. There is no demand while all of the vocational centres are continuously supplying semi-skilled and skilled labour in these areas. There is a need to diversify the trades. Analysis presented earlier (see **Figure 42** and **Figure 43**) shows that there is a huge unmet need in trades such as X-ray attendant, health technician, dispenser, cooking and baking, receptionist, housekeeping etc. Vocational training for women in these trades can be introduced.

While selecting trade for any institute, it should be ensured that trades in each region/district are clearly linked with the dynamics of the local economy. For example, in some districts such as Charsadda and Mardan, rural women can be given training in picking, processing, grading and packing of peach fruit. Specialized studies such as “Sector Study on Demand Driven Competency Based Training in Potential Sectors of Khyber Pakhtunkhwa” should be conducted separately for women. Freelancing is an area where there is huge potential. A separate trade (on freelancing business) can be launched in all 15 vocational centres of women. It has not only better prospects of employability and earning but is also expected to be more acceptable culturally and socially, as freelancers can work from their homes. Technical assistance can be sought from IGNITE and Department of Science and Technology and Information Technology (ST&IT) of the Government of KP.

Activities at institutes

Not everyone can afford to launch a business (e.g., opening a beauty parlour or a boutique shop) as it is a costly and risky venture. It is proposed the TVET institutes should open beauty parlours and boutique shops at their premises. Special packages can be offered to bridal make up. The passed-out-students may be allowed to work there as paid interns for a period of say two months. It will not only help them in earning but will also refine their practical skills. Professional beauticians may also be invited to provide their services in the centres. It will bridge up gap between vocational centres and the industry.

Tailoring shops can also be opened at the institutes. If any girl student brings any work order of tailoring, profit may be distributed among students and their supervising instructors who are assigned the job.

Exhibitions at division and province level

The provincial government should organize at exhibitions/trade shows and competition in a year (at least one at division level and one at province level) and should invite all TVET institutions to display their products. These events are expected to generate sufficient funds to finance the cost. In these events, related multinational and national companies should be invited to exhibit their products. It will also expose teaching staff and students of TVET system to trends/fashions and new technologies and enhance their employability.

Linkages

Vocational centres should develop linkages with employers through:

- Inviting potential employers for delivering lectures
- Arranging job fairs and exhibitions

Parlour houses in big cities such as Peshawar, Mardan, Abbottabad and Rawalpindi can also be approached to provide orientation to the teachers and students, on new fashions, designs, techniques and practices.

Principals and administrators of the GTVC may be given training in social networking, resource mobilization and marketing so that they can establish linkages with multinational and national companies dealing with consumer products (such as cosmetics, fashion, food etc.) and other related areas and can get support in improving the quality of their training and open up opportunities for internship and jobs for their students.

Enforcement of minimum wage rates

Minimum wage rate for unskilled labour is Rs. 15,000 in the province¹³⁶. However, in practice graduates of vocational training, who are considered semi-skilled, are usually not given even Rs. 10,000 pm. KP-TEVTA need to take measures to enforce the condition of minimum wage rates.

Alumni association

Each vocational institute may constitute alumni association. All alumni may be invited on all events of the vocational institutes. It will help the existing students of vocational institutes to develop social and professional networks to improve their employability.

Promotion of entrepreneurship

Only some of the students succeed in getting jobs - mostly in teaching in these institutes/centres. Majority of the students fail to get jobs. They are left with no choice other

¹³⁶ <http://smyaqoob.com/C-148.htm>

than to working at their own homes or not using learned-skills. This issue can be taken as an opportunity to promote self-employment. One course on entrepreneurship should be included in the last month of the training so that they can plan their businesses, arrange finances and launch them, individually or in groups. This initiative will not only promote a culture of women entrepreneurship but will also provide attractions for other women to avail TVET.

It is also proposed that a campaign may be launched to bring all women business persons of the province at platforms such as women chambers of commerce and industry (WCCIs). Then specialized entrepreneurship development programmes should be launched at such platforms to facilitate aspiring entrepreneurs to develop essential entrepreneurial competencies and develop business linkages. The members of WCCIs may act as mentors for new entrepreneurs. It falls under the mandate of WCCI¹³⁷ to create awareness among women and to build up their capacity to do business. Besides, separate incubation centres can be created for women.

Other suggestions

- Strengthening of evidence-based decision making: It is recommended that:
 - M&E system of the TVET system should be strengthened - covering output and outcome level indicators
 - The K-TEVTA should create a strategic plan and implement it
 - The K-TEVTA should commission impact evaluation studies on periodic basis so that findings of the studies can help in improving effectiveness of the existing programmes under implementation in the province and guide designing and implementation of future interventions
- **Awareness about the rights**: There is also a need to create awareness about the rights of people especially women, among masses, with a focus on:
 - Article 15, 17, 18 and 25 of the Constitution of Pakistan
 - UNDHR, CEDAW, Agenda 2030
 - Goals 1, 5, 8 and 10 of Sustainable Development Goals (SDGs)
 - ILO Convention C183 - Maternity Protection Convention, 2000¹³⁸
 - Convention C158 - Termination of Employment Convention, 1982¹³⁹
 - Convention C122 - Employment Policy Convention, 1964¹⁴⁰
 - Conventions C156 - Workers with family responsibilities, 1981 (No. 156)¹⁴¹

¹³⁷ <http://wccip.org.pk/services.php>

¹³⁸

https://www.ilo.org/wcmsp5/groups/public/@dgreports/@gender/documents/genericdocument/wcms_114195.pdf

¹³⁹ http://blue.lim.ilo.org/cariblex/pdfs/ILO_Convention_158.pdf

¹⁴⁰ http://blue.lim.ilo.org/cariblex/conventions_16.shtml

¹⁴¹ https://ecampus.itcilo.org/pluginfile.php/25272/mod_page/content/40/C156_R165.pdf

**Organizational Assessment of Women TVET Institutes
in Pakistan
Balochistan**

Part 5



Balochistan

Labour market of the province

Economy of Balochistan

Balochistan accounts for about 8% of Pakistan's GDP. Services, agriculture and industry account for 44%, 29% and 26% of the provincial GDP respectively¹⁴².

The GDP of Baluchistan constitutes of 29 percent agriculture, 26 percent industrial and 44 percent services¹⁴³. Balochistan is the largest supplier of grapes (98%), apricot (93%) and apple (81%) in Pakistan¹⁴⁴.

Industrial base of the province is low. Lasbela is the only industrial city in Balochistan. In Lasbela, there are 11 steel/metal factories, 9 wheel/engineering units, 8 oil/chemical units, 6 plastic factories, 5 textile units, 5 pharmaceuticals and 4 agricultural auto/auto units¹⁴⁵.

Demography

Population of the province Balochistan is just over 12 million and is growing at the rate of 3.37% per annum¹⁴⁶. Women account for 47% of the population and literacy rate among them is just 25%¹⁴⁷.

Labour force participation

Female labour force participation in urban Balochistan is less than 1/10th of that of male in urban areas (Figure 55). It implies that a big bulk of female HR is yet to be mobilized for engagement in economic activities. If we assume that female population in working age is equivalent to that of male population in the urban areas, then it appears that at least half a million females living in urban Balochistan can be economically empowered by providing them

¹⁴² Sector Study Baluchistan, TVET Reform Support Programme, GIZ, Pakistan.

¹⁴³ Sector Study Baluchistan, TVET Reform Support Programme, GIZ, Pakistan.

¹⁴⁴ Sector Study Baluchistan, TVET Reform Support Programme, GIZ, Pakistan.

¹⁴⁵ Sector Study Baluchistan, TVET Reform Support Programme, GIZ, Pakistan.

¹⁴⁶ Pakistan Economic Survey 2017-18, p. 180

¹⁴⁷ Sector Study Baluchistan, TVET Reform Support Programme, GIZ, Pakistan

vocational training. On this basis, in rural areas, more than a million women would fall in that category.

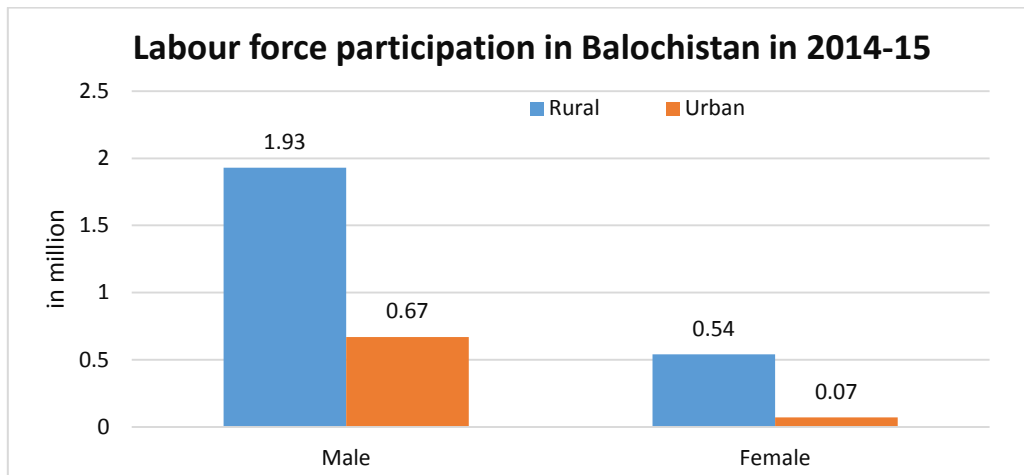


Figure 55 Gender-wise labour force participation in Balochistan
(Source: Labour Force Survey 2014-15¹⁴⁸, Table 13)

Pool of unemployed people

In total around 0.05 million females were unemployed in 2014-15 in Balochistan (Figure 56): 60% in rural areas and remaining 40% in urban areas. In other words, 0.05 million people are expected to be readily available for vocational training.

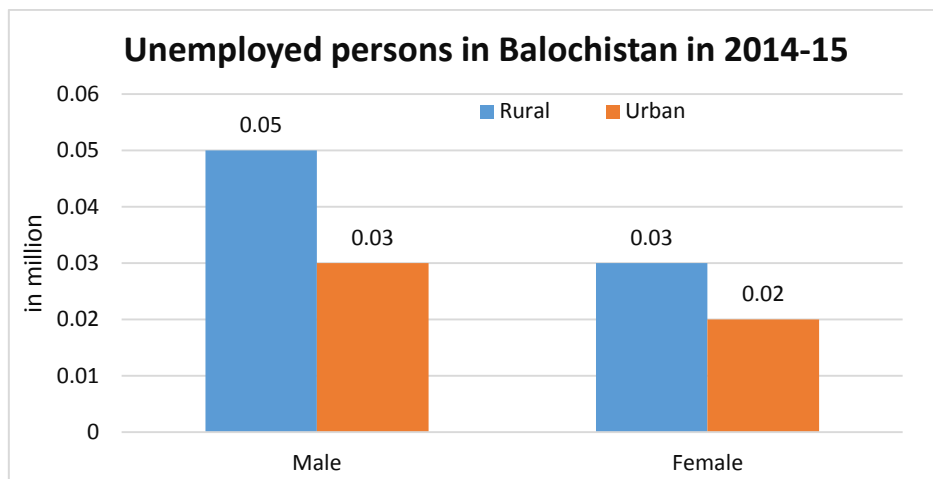


Figure 56 Gender-wise unemployment population in Balochistan
(Source: Labour Force Survey 2014-15¹⁴⁹, Table 23)

¹⁴⁸ <http://www.pbs.gov.pk/sites/default/files//Annual%20Report%20of%20LFS%202014-15.pdf>

¹⁴⁹ <http://www.pbs.gov.pk/sites/default/files//Annual%20Report%20of%20LFS%202014-15.pdf>

Market Analysis

Demand and supply gap analysis based on the NAVTTC data of Skills Gap Analysis¹⁵⁰ shows that there are at least 9 areas where demand of skills is high but skilled workforce is not available to match with the demand (Figure 57).

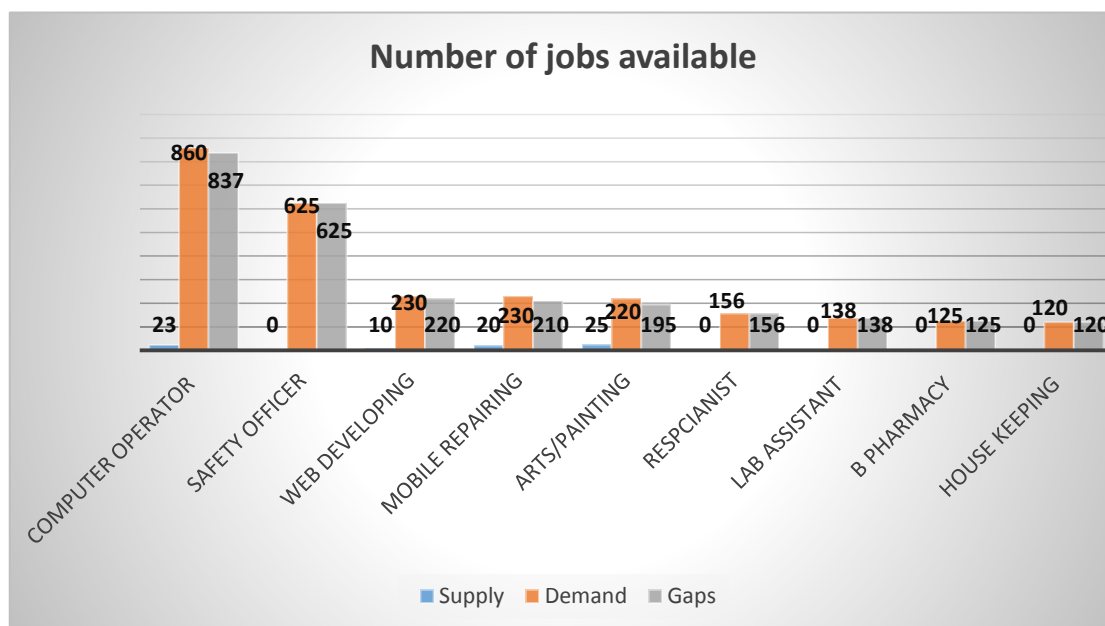


Figure 57 Demand and supply of skilled labour in selected trades
(Data Source: NAVTTC, 2017)¹⁵¹

¹⁵⁰ NAVTTC (2017). Skills Gap Analysis - Khyber Pakhtunkhwa. Available at <http://www.skillingpakistan.org/analysis/khyber-pakhtunkhwa>

¹⁵¹ NAVTTC (2017). Skills Gap Analysis - Khyber Pakhtunkhwa. Available at <http://www.skillingpakistan.org/analysis/khyber-pakhtunkhwa>

Methodology of the study

A total of 4 FGDs and 5 KIIs were conducted in Balochistan. Participants of all exercises were from Quetta and represented all major categories of stakeholders including TEVTA, students, instructors, principals and employers. Details are presented in Figure 58 and in Annex-5.

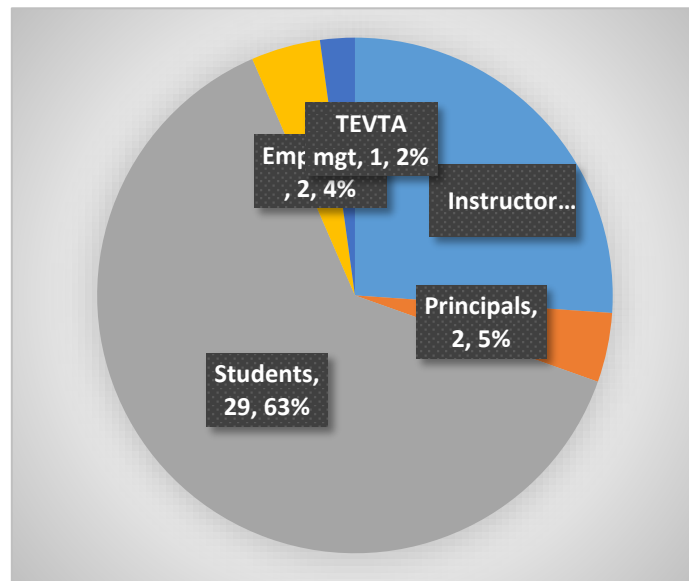


Figure 58 Representation of stakeholders in FGDs and KIIs

The current situation of women's participation in TVET and labour market

TEVTA

The organizational structure of B-TEVTA consists of one Secretary, one Director, five Deputy Directors and five Assistant Directors¹⁵².

Institutes

There are 151 technical and vocational institutes in the province - 65 in the public sector and 86 in the private sector. However, only 41 institutes are meant for women - 21 in the public sector and 20 in the private sector¹⁵³. The province has about 7 institutes/centres for every one million females against national average of 11 institutes. The TVET institutes are spread all over Balochistan.

As far as vocational institutes are concerned, there are 39 dedicated for women - 20 in the private sector and 19 in the public sector (Figure 59).

¹⁵² http://www.balochistan.gov.pk/index.php?option=com_content&view=article&id=567&Itemid=909

¹⁵³ Enrolment, Gender, Level and Ownership Wise 2017-18, NAVTTC. Available at <http://www.skillingpakistan.org/analysis/country-wide>

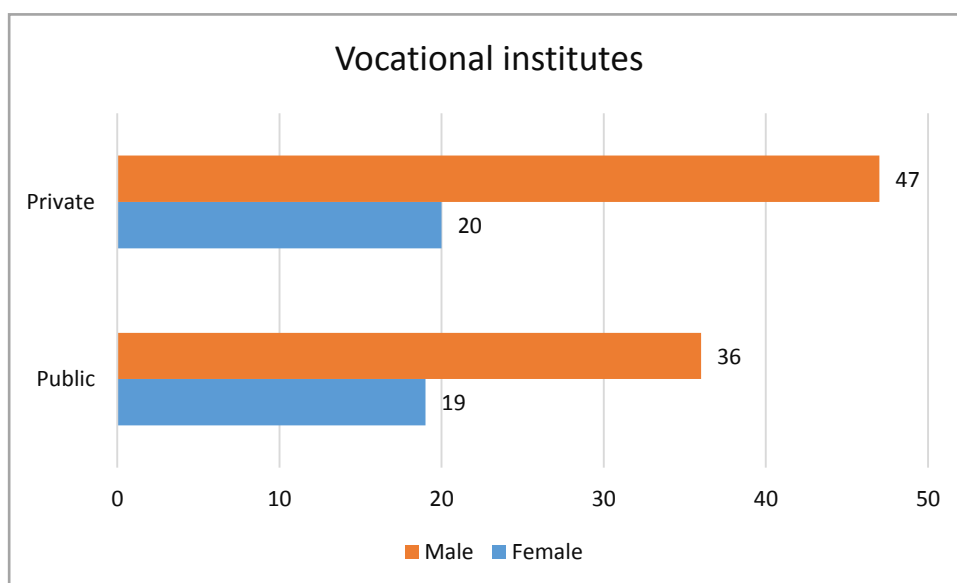


Figure 59 Number of vocational institutes operating in Balochistan

Strength of instructional staff

The province has only 30 female instructors who are working with vocational institutes in the entire province¹⁵⁴. Women instructors are available in only few trades. About two third of the instructors are having specialization in dress making, beautician and computer.

Instructors in the WTTC, Quetta are available for only four trades (6 each in dress making and computer, 4 in beautician and 2 in cooking trade).

Enrolment

In 2017-18, a total of 6842 female students were enrolled in the vocational institutes: 88% in the private sector and 12% in the public sector¹⁵⁵. Through FGDs and KIIs, it was found that almost 75% of the enrolment was concentrated in only three trades: dress making, beautician and computer. In WTTC and BWBA enrolment was reported to match with the available seats in each trade.

How did students get information about the vocational training? Their responses are presented in Table 18, which shows that major source of information for the students is relatives (30%)

¹⁵⁴ Enrolment, Gender, Level and Ownership Wise 2017-18, NAVTTC. Available at <http://www.skillingpakistan.org/analysis/country-wide>

¹⁵⁵ Enrolment, Gender, Level and Ownership Wise 2017-18, NAVTTC. Available at <http://www.skillingpakistan.org/analysis/country-wide>

followed by friends (18%). It shows that admission information reaches girls mainly through personal contacts.

Table 18 Source of information about admission

Students/ Institute	Father	Mother	Husband	Brother	Sister	Relatives	Neighbours	Friends	Daughter	Instructors	Orientation at college
WTTC, Quetta	2		2	2	1	7	1	4			
BWBA	-	1				3	1	2	1	3	2
Total	2	1	2	2	1	10	2	6	1	3	3
%age	6.1	3.0	6.1	6.1	3.1	30.3	6.1	18.2	3.0	9.1	9.1

Dropout rate

Drop out of students was reported to be very low in both centres. The Principal, Balochistan Women Business Association (BWBA) reported that it was just 2-3%. However, it was reported to be high at the stage of internship. This is because families of many students didn't allow them to work in offices or hotels.

Complaint system

The WTTC and BWBA have informal communication systems. An instructor at WTTC said, "students directly complain to teachers and the principal. They don't feel any hesitation". Similar views were expressed by instructors at BWBA. However, any well-defined Standard Operating Procedures (SOPs) available with the institutes could not be obtained.

Organization Culture

Organizational culture was found to be very supportive for instructors and students. Here are some examples to substantiate this finding:

- Saima a student of WTTC who a person with a physical disability is. However, the centre provided encouragement and support to her. She was provided all opportunities to excel her talent. She has emerged as a well-known artist in the province. Her paintings are displayed on the walls of the centre. She has been facilitated to participate in national and regional competitions and exhibitions. She has won a prize in NAVTTC competition of painting. A regional TV has telecast a feature programme on her creative talent and products. She is proving to be an inspiration for all other students.
- A group of eight female students of WTTC formed a team to launch a business idea of opening a food restaurant at the campus. The Principal of the centre was so supportive that she provided seed money from her own pocket to the entrepreneurial team to launch the business. The venture has been launched.
- Day care facility for teachers: The Principal of BWBA has spared a room for setting up a day care facility at the centre so that instructors having small babies came bring their babies and can devote to their teaching assignments with peace of mind. Instructors have hired a woman to look after the day care facility. They are providing salary to the woman from their own pockets.
- Chairperson BWBA used her personal connections in getting jobs for her students.
- Communication gap between teachers and students is insignificant. In many cases, principals of the both centres provided help to some of their students in handling their personal matters. For example, when a student of WTTC informed that she had been asked by her father to quit training and sit at home. Principal of her centre talked with his father and convinced him on that matter. Eventually her father allowed her to continue training.

Strengths and weaknesses of the existing system

Strengths of the TVET system

- **B-TEVTA:** Balochistan Government has set up TEVTA to promote TVET system in the province. It is headed by a Secretary to the Government of Balochistan.
- **BWBA:** The Association has 5000 members, out of which 50 are dealing with embroidery and jewellery. The BWBA has set-up three vocational training centres. One is located in Jinnah Town.
- **NGOs:** Some NGOs such as Taraqi Foundation are imparting training in embroidery to women.
- **Women economic empowerment institutions:** There are several institutions in Balochistan, other than vocational and technical training centres, which are specifically mandated for women economic empowerment. These institutes/organizations include:
 - Women Development Department, Government of Balochistan
 - Baluchistan Ministry of Health
 - Sardar Bhadur Khan University for Women
 - BWBA
 - Agriculture Training- Women Division
 - National Commission on the Status of Women
- **Opportunities:** There are some trades where demand of skilled labour is high while supply of skilled labour lags. However, the focus of women vocational training institutes partly lacks alignment with the market. For example, the institutes are supplying workforce mainly in the areas such as dress making, beautician etc., while market is demanding skills related to computer and IT, mobile repairing, hospitality, lab assistant etc. However, it is encouraging to find that all institutes have started courses related to computer. Besides, there are some traditional areas of economy too where opportunities can be explored. Director, B-TEVTA, Quetta told that, “Balochistan is rich in fruits and livestock. Why don’t we start trades related to agriculture, livestock and horticulture”?
- **Cultural change:** Chairperson, BWBA opined that “cultural change taken place during last 10 years is quite phenomenal”. Director, B-TEVTA explained the reason as follows: “A major driver of change is the rising cost of living. Now a single earner can’t meet the expenses of a family. Eventually, more people are allowing their women to do some job”
- **Women entrepreneurs:** It is encouraging to note that the number of women entrepreneurs in Balochistan is growing. Chairperson, BWBA informed that there were 5000 registered women business persons in the province. Women are entering into food and restaurant business too. An instructor at BWBA, Quetta reported that, “a woman is running a restaurant in Mari Abad”. Another instructor at BWBA, Quetta informed that “a

student of BAWA bakes cakes at home and sells online. The customers pick cakes from her home”.

- **Women chambers:** According to the SVP, Women Chamber of Commerce and Industry (WCCI), Quetta, there are eight chambers of commerce for women, registered and functioning in Balochistan. These platforms can be used by aspiring women entrepreneurs in launching their entrepreneurial ventures. Since number of chambers is rising, it provides and evidence of the growing popularity of women entrepreneurship in the province.
- **Growing realization for the need of entrepreneurship:** There is a growing realization that more vocational graduates should enter into entrepreneurship as jobs are not available to absorb all vocational graduates. An instructor of WTTC said, “jobs available in the province are quite limited while demand for jobs is very high. We can’t provide jobs to all. So, we need to promote self-employment so that our graduates create jobs for others”. Vocational graduates possess technical skills. Development of only entrepreneurial skills can help in capitalizing on this strength.
- **Opportunities for entrepreneurship:** There are some opportunities available for the promotion of women entrepreneurship in Balochistan. For example,
 - **Women entrepreneurship development programmes:** BUITEMS¹⁵⁶, as reported by SVP Women Chamber Quetta, has started entrepreneurship development programmes for women. Girls can take advantage of such programmes”.
 - **Supply of school uniforms:** There are several private schools operating in each city, which can offer a big market for anyone who can supply students uniforms in bulk. An instructor of WTTC suggested that “vocational centres should approach those schools and sign contract with them to supply uniforms. This arrangement will benefit all parties”.
 - **Rural embroidery:** Plenty of handmade embroidery products are made in rural areas. An instructor of WTTC said, “a lot of good quality embroidery is made in rural areas, but they don’t have access to market. They are simply not approachable. There is need of an institution to connect them with market”. Women entrepreneurs can take advantage of it.
 - **Introduction of new technology:** Sheep wool is used in making carpets and other products in Balochistan. Traditionally, a woman could weave only 250 grams of sheep wool an hour. However, a project funded by Australian Government introduced “wool spinning wheels” technology which has increased productivity by four times. Now a woman can spin sheep wool up to one kg per hour. Food and Agriculture Organization (FAO)¹⁵⁷ has reported Bano Bibi - a 50 years old mother saying that “*I have been provided with a solar operated wool spinning wheel which has greatly increased the efficiency of my work, without dependency on electricity ... Now I can spin one kg wool in one hour as compared to the traditional methods only 250 gram per hour. I can now easily earn Rs.7,000 per month*”.
 - **Loans facility:** Director B-TEVTA reported that there are many companies (e.g. PPL) operating in the oil and gas sector. They can be approached to provide small loans to the graduates of vocational schools so that they can launch their businesses. Besides, linkages with banks can also prove to be useful.

¹⁵⁶ The Balochistan University of Information Technology, Engineering, and Management Sciences

¹⁵⁷ <http://www.fao.org/pakistan/news/detail-events/en/c/1137831/>

- **Exhibitions:** Exhibitions are occasionally held at venues such as Serena Hotel. In June 2018, an exhibition was organized at Serena Hotel, Quetta, in which women of Balochistan got an opportunity to display their products. The hotel management showed great interest in their products and purchased 150 items to decorate their hotel. Students of vocational institutes can take advantage of such opportunities.
- **Marketing facilitators:** Under the Australia Balochistan Agribusiness Programme, the FAO imparted training to community development and marketing facilitators and deployed them in the project districts¹⁵⁸. Aspiring entrepreneurs from vocational centres can create linkages with them for the promotion of their products.
- **National Incubation Centre (NIC), Quetta:** The NIC has launched its incubation programme in Quetta, with a financial outlay of Rs. 560 million. This is an important step towards promotion of entrepreneurship in the province¹⁵⁹.
- **BUITEMS Business Incubation Entrepreneurship Centre (BIBIEC):** Balochistan University of Information Technology, Engineering and Management Sciences (BUIEMS) has set up an incubation centre known as BIBEC¹⁶⁰. It also organizes business competitions to promote start-ups culture in the province.
- **Other opportunities:** Many other opportunities are available from time to time. For example, in 2017 UN Women organized “Women Economic Empowerment & Leadership Conference, Balochistan” in Quetta¹⁶¹. It was meant to initiate a dialogue on how to enhance economic empowerment of women in the province.
- **CPEC:** CPEC is expected to open plenty of opportunities for women in Balochistan. However, they need to prepare themselves to exploit those opportunities.

Weaknesses of the TVET system

Weaknesses of the RVET system identified through FGDs and KIIs have been grouped into four categories: barriers to women participation in TVET and barriers to employment, as discussed below:

Barriers to women participation in TVET

- **Institutes:** TVET institutes for women are quite few in number. In Quetta there are only two institutes, one is in the public sector while the other is in the private sector. Situation is even more problematic in the other districts of the province. Director, B-TEVTA informed that “not all districts have vocational institutes for women”. Practically, it is very challenging to reach even 25% of the population. It is because only about 28% of the population of the

¹⁵⁸ <http://www.fao.org/3/I9196EN/i9196en.pdf>

¹⁵⁹ <https://www.techjuice.pk/national-incubation-center-quetta-is-now-accepting-applications/>

¹⁶⁰ <http://www.buitms.edu.pk/BBIEC/default.aspx>

¹⁶¹

https://www.balochistan.gov.pk/~balochi/images/Women_Development/Intiatives_Bills/Women%20Economic%20Empoerment%20%20Leadership%20Conference%20Balochistan.pdf

province lives in urban areas¹⁶². Balochistan has a big geographical spread (347,190 square km) - eight times bigger than the size of the Netherlands. It accounts for 44% of the entire Pakistan area.

- **Programmes:** Trades for women are limited. Vocational training is available in only few trades which include beautician, dress making, fashion designing, cooking and computer operator. Non-conventional courses are rarely available to women. The BWBA, has launched a training on e-commerce for women.
- **Instructors:** Only 125 technical staff members are available with female technical and vocational training institutes available in the entire province - 30 with vocational and 95 technical institutes. There is a need to increase the number of instructors.
- **Weak demand of TVET:** Although number of applications for any vocational training usually exceeds the number of available seats, however, it can't be concluded that demand is high. Reason is that in many programmes. Stipend is available, which is considered as a major attraction for many students and their parents. There are some students, who have enrolled in second or even third training apparently to avail financial benefits. Hence, availability of stipends in many cases is likely to inflate the size of demand of vocational education. An instructor at WTTC, Quetta "students prefer short programmes because of the attractions such as stipend and kits". An instructor at WTTC narrated this issue as follows: "After completing one training, students prefer to join another programme". She suggested that short programmes should have different levels on the pattern of CBTs, such as basic level, intermediate level and advanced level. It will keep students on the same tracks, which will help them to specialize in particular areas.
- **Lack of interest among women:** About 75% (14 out of 19) students of WTTC highlighted most of the females lack interest in vocational training. A student at WTTC, Quetta offered a reason by saying that, "they don't want to do anything new because they are already overburdened with household activities". Another reason is the complacency. Chairperson, BWBA, Quetta said, "new generation is not much enthusiastic. They don't have any urge to grow. They lack creativity". Hence, the vocational institutes struggle to find adequate number of female students.
- **Transport:** Lack of affordable transport is a big constraint. Many students reported that it was very expensive. About 90% of the students (17 out of 19) at the WTTC reported that they were facing transport related issues. WTTC, as reported by an instructor, does have a bus but its runs on limited routes. An instructor at BWBA, Quetta was of the view that many women sittings at homes were interested in vocational training but they were unable to come because they didn't have any transport facility". Some of the students had to travel for hours to reach the centre. A student of BWBA said, "I belong to a poor family. I use public transport to reach the training centre. It takes me about two hours to reach here. This issue should be resolved". Cost of traveling is also high in some cases. Monthly cost of traveling reported by students ranged from Rs. 2500-6000. Another issue is related to cultural restriction. What are the options? An instructor of WTTC proposed that the concept of mobile training facilities should be provided, so that students are not required to travel long distances. Another instructor of WTTC gave a proposal of establishing branches of the centre in selected locations of the city, where poor families are concentrated. An instructor of BWBA suggested that "TEVTA should run buses for students of all vocational and technical institutes, operating in Quetta". A more viable option would be to change routes after completion of every training so that all areas are covered on rotation basis.

¹⁶² http://www.finance.gov.pk/survey/chapters_18/12-Population.pdf

- **Cultural barriers:** Tribal culture imposes lot of restrictions on women’s mobility. All of the students indicated that it is not easy get permission from fathers and brothers. The Principal, WTTC, Quetta explained it as, “mothers don’t have any decision-making power, every decision is made by men, so problems come from fathers and brothers of female students”. Director, B-TEVTA, Quetta also highlighted the issue by saying that “deep cultural barriers exist for women in Balochistan”. Besides, effect of cultural constraints is compounded with feelings of insecurities. A student of BWBA explained it as: “when their daughters are out of home, parents feel insecure”. Even many mothers also don’t provide support to their girls. SVP, Women Chamber, Quetta stated that “many educated mothers also ask their daughters to stay at homes, as they feel insecure”. However, there are some cultural factors, which institutes need to keep in considerations during admission campaigns:
 - It is considered culturally odd, if a person finds his daughter or sister walking in the street. A student of WTTC explained this issue by saying that “male members of families can’t allow their girls to go to institutes on foot”. Another student of WTTC gave her own example. She said, “my house is located close to the centre, but my family does not allow me to walk to the institute. It is against the social norms.”
 - An instructor at BWBA, Quetta pointed out that “no girl comes alone. It is considered socially inappropriate”. It is deemed culturally more acceptable, if two or more girls from a family join a programme. In such situation, parents feel more secure. An instructor at BWBA explained it as follows: “there is a tendency among girls to come in pairs. If a girl wants to get admission, she tries to persuade her sister or a cousin to join training. It increases chances for both to get permission from their fathers and brothers to join training”.
 - An instructor at BWBA, Quetta said, “students while coming from their homes to the training centres have to change their routes every day. This is because people keep eyes on everyone passing by them. They are mostly very critical of girls going out of homes. They make gossips if a girl/woman passes from the same route every day”. It shows how provision of transport would make movement of female students easier.
- **Discouragement:** The Chairperson, BWBA pointed out that “no one encourages girls, neither from family nor from society, to advance their education and/or career. They are discouraged by everybody”. This issue is again linked with cultural barriers. Culturally, it is considered inappropriate for a family, if any girl belonging to it, gains social prominence.
- **Preference of general education:** It is not surprising that general education is preferred over vocational education in Balochistan too. However, an additional reason of preferring general education is that girls can continue to have education as private students while sitting at their homes. An instructor at WTTC, Quetta explained it as: “general education is preferred because girls can get it as a private student too. In such situation, they are not required to go out of their homes”. An instructor of WTTC suggested that “special programmes should be organized to create awareness among people”. The Senior Vice President (SVP), Women Chamber emphasized that “parents need counselling so that they can understand the worth of skills for their daughters”.
- **Challenges for private sector institutes:** Vocational institutes operating in private sector have to face even more sever challenges in getting students. An instructor of BWBA reported that “parents feel reluctant in sending their girls to private vocational institutes. A mother came here and thoroughly investigated. Only after feeling satisfied, then she allowed her daughter to get admission”. Some students of BWBA indicated that even private transport was not acceptable to most of the families. One of the students of BWBA said, “if a van is having a label/logo of government or any reputed organization such as “GIZ”, only then our parents will allow us to use that facility”.

- **Geographical spread of the province**: Some of the participants (instructors) of the FGD1 pointed out that the province is so big in area that existing network of vocational institutes is highly inadequate to serve the needs of women. Director, B-TEVTA, Quetta also highlighted this issue. He said, “geographical spread of Balochistan is huge. We need to establish small centres in every city. Even in schools we can open up.” He suggested that “mobile training institutes for women can be more effective.
- **House related responsibilities**: Families are of big sizes. Females are over burdened with domestic work. Hence, it is also a reason of not allowing their females to join any educational programme.
- **Lack of awareness**: Lack of awareness about the vocational training opportunities is another barrier. An instructor at WTTTC said, “awareness about vocational trainings is lacking among women sitting at homes. They are simply not approachable”. Another instructor of BWBA pointed out that “it is not the fault of women, as not many of them are literate”. Several participants of almost all FGDs highlighted the issue of lack of awareness about the importance of vocational programmes. Chairperson, BWBA, Quetta was of the view that “the issue is much bigger, the society as a whole lacks vision”. Owing to lack of vision, individuals face difficulties in finding any alignment between their personal goals and available learning and development opportunities. The SVP, Women Chamber suggested that “vocational training should be made as a part of the school curriculum, so that students get to know the importance of vocational training”. The Director, B-TEVTA also gave a similar suggestion. He said, “vocational training should begin from class 9. Initially, they should be taught about the importance of vocational training. Then some light skills should be imparted to them. After class 10, the students should be offered diploma programmes.”
- **Dark side of stipends**: The policy of stipend in vocational training is deemed to have many ill effects. For example, Director, B-TEVTA said, “stipend is making people beggars. It should be stopped. We should concentrate on building their skills to improve their earnability. Through providing them financial attractions, we are crushing their self-esteem. Scholarships should be awarded to only position holders”. Other negative effects of the stipend are: it opens a door of favouritism, allures beneficiary students to enrol in another programme after completion of one programme; and it discourages non-beneficiary students. Instead of scholarships students can be given projects to gain practical experience.
- **Affordability**: Many students indicated that many families are poor. They can’t afford to pay for even uniform of the institute. The issue becomes more problematic when a poor student enrolled in a regular programme comes to know that some students enrolled in another programme are receiving stipend.
- **Low expectations about jobs**: There is a common perception that vocational graduates are very unlikely to get any job, so they consider that vocational training is a waste of time. An instructor at BWBA said, “many girls don’t join vocational institutes because they believe that they will not be able to get jobs”.
- **Threats of harassment**: Threats of harassment on the ways to and from the institutes also force parents to keep their girls confined at homes. The SVP Women Chamber suggested that “mobile teams of police be posted near girls’ schools and colleges to control the issues of harassment and give a feeling of security to girl students”.

Issues related to quality of education

- **Difference in education levels of students:** In some programmes there is no requirement of academic qualification. Although it has a merit in the sense that it removes barrier for illiterate or less literate women, yet it has some disadvantages too. An instructor of WTCC expressed this issue as, “some students come with low education while others have better qualifications. Both struggle in training”. Major disadvantages are: a) instructors face difficulty in adjusting their teaching method to suit the level and requirements of all categories of students; and 2) both groups remain dissatisfied. What are the options available to address this issue? An instructor at BWBA, Quetta offered a solution to this issue. She suggested that “inclusion of more practical’s can be helpful in coping with this challenge”. Another instructor gave another suggestion. She said, “students with better qualifications should be encouraged to join CBT courses. It is because they can get admission in higher level, if they demonstrate adequate knowledge and skills required at a lower level”.
- **Lack of interest of students in learning:** An instructor of WTTC pointed out that many students lacked interest in learning. Similar views were expressed by an instructor at BWBA. She said, “most of the students are least interested in learning”. There are many reasons, major ones are: 1) students select a trade on the advice of their parents or someone else, while they are interested in any other trade; 2) their basic objective of joining vocational training is not learning any skill, they are more interested in stipend. An instructor of WTTC suggested that students should be provided proper counselling at the time of selection of trade.
- **Status of the labs:** Labs indeed need a lot of upgradation. Director B-TEVTA highlighted that labs of almost all of the institutes (except one or two) are poorly equipped. He said, “most of the vocational institutes of Balochistan are poorly equipped”. He added, “machines and tools available, if any, in the institutes are totally out-dated”. However, WTTC, Quetta is an exception. An instructor of WTTC informed that “labs of WTTC are fully equipped. There is no issue”.
- **Industry-TVET practices gaps:** Some students believed that training did not match with the industry. A student of WTTC emphasized that “new technologies and new trends in the field should be introduced”. An instructor of WTTC also expressed similar opinion. She said, “institute standards don’t match with the standards of industry. Way of doing things in industry is usually different from what students learn at the institutes”. The same realization was reported in BWBA too. An instructor of BWBA said, “What we teach in our trainings is different from what is being practiced by the industry”. This realization offers an opportunity of change. It is encouraging that there is an appetite for change in the TVET system and any intervention leading to improvement in the curriculum and methodology will be welcomed. Instructors of WTTC suggested following measures to bridge up the gap between vocational education and industry practice:
 - Industry exposure visits should be arranged for instructors and students
 - students should be assigned industry related projects so that they can bring industry knowledge back to institutes”.
 - vocational centres may offer free training for the staff of different organizations so that they learn theoretical knowledge from the centres and centres can learn about practical knowledge from them
 - instructors should be associated with industry on short term basis for gaining exposure to the practices of industry
 - a series of seminars should be organized and people from industry should be invited to share their practical experiences

- adequate resources may be provided to instructors to enable them to practice new designs/techniques explored through Internet.
- **Training of instructors:** Director B-TEVTA emphasized upon the need of more training for the instructors. He said, “instructors need to develop their capacity. We can bring instructors from Sindh and Punjab to train our instructors”. However, an instructor at BWBA had a different view point on this area. She said, “training of instructors of vocational training are not much useful. It is because trainings are usually lecture oriented. They need practical exposures. Only visits to industry should be included in the capacity building programmes”. Another instructor of BWBA suggested that: “Instructors should also be given attachments with the organizations where their students are doing internship. It will not only improve exposure of the teachers to the contemporary industry practice and update their knowledge and skills but will also remove fears of students about working environment”.
- **Training manuals:** Training manuals need brevity and simplification. An instructor at BWBA pointed out that “training manuals are very difficult to comprehend”. Another instructor added, “training manuals need to be simplified and shortened. They should be brought to the level of common students”. She further added, “detailed orientation on each and every unit should be provided to instructors”. Another instructor of BWBA suggested that “video lectures should be developed and made available so that instructors as well as their students can take benefit”.

Issues related to internship

- **Lack of cooperation from the industry:** The Chairperson BWBA highlighted difficulties in seeking cooperation of the industry for student’s internship. She said, “when we approached leading restaurants in Quetta for securing internship for our students, they were reluctant to offer internship opportunities as they argued that they would not be able to provide right environment to girls”
- **Lack of permission of parents:** Parents don’t easily provide permission to their daughters to do internship in companies’ offices or restaurants/hotels. It was reported by an instructor at BWBA that some students when fail to get permission for internship quit the training. The Chairperson BWBA stated the issue as: “some students didn’t disclose it to their parents at the time of admission that they would have to do internship in some organization. Later, when time of internship reached, many parents refused to give permission”. The issue has a cultural sensitivity. Families consider it a threat to their family honour when their women are out of homes. Keeping in view the sensitivity of the issue, transport facility was provided to all students doing internship. However, many people even felt panic when van carrying girls reached their homes with a delay of even few minutes. An instructor added, “they are very sensitive on this issue”. Cultural sensitivity must be respected. Detailed briefing about the programme to the parents at the time of admission would help in building their confidence.

Barriers to Employment - jobs

The barriers to employment identified through FGDs and KIIs can be grouped into six categories: personal barriers, institutional barriers, cultural barriers, market related barriers, transport related barriers, working place related barriers.

Personal barriers

- **Lack of confidence**: Many girls, as reported by many participants of the study, lack confidence. It is a barrier to their employment, as employers usually look for more confident and outspoken girls. Even a student of BWBA highlighted this issue. She said, “most of the students like me lack confidence to speak. Our teachers should help us in developing it”. This issue is said to be deep rooted in the cultural factors. The Chairperson, BWBA, Quetta said “girls are usually suppressed mentally. They lack confidence. Many girls have talent, but their talent goes wasted”.
- **Lack of career planning**: Career planning is a missing factor. An instructor at BWBA rightly said, “girls enter vocational education by chance”. The SVP, Women Chamber, Quetta added “no counselling service is available to girls”. Girls need more guidance than boys, as they have less access to information and exposure. Chairperson, BWBA emphasized that “girls need proper guidance at each stage of their education and career”. The SVP suggested that “girls should be provided proper counselling right from their early years of schooling.” The vocational institutes can fill this gap. An instructor of WTTTC suggested that “career counselling should be provided to all students at the time of admission and at the time of graduation”. Job placement officers of the institutes can be given training in career counselling so that they can work with each student and help her in developing her career plan.

Institutional barriers

- **VET-industry linkages**: Linkages between institutes and industry are weak, which reduce employability of their students. Many instructors of WTTTC and BWBA highlighted this area. However, it is also crucial to pinpoint that developing linkages is a pain taking task. The Principal, WTTTC explained this issue as: “developing linkage with any office or a company is not easy. We have to make several follow ups to get an entry into their office. Only thereafter, we get opportunity to explain them what we need”. The institutes can employ multiple strategies in creating linkages. For example, as suggested by an instructor of WTTTC, job fairs should be organized wherein potential employers be invited. It will not only open opportunities of jobs for students but will also help in creating linkages with employers.

Cultural and family related barriers

- Same cultural issues which are discussed under the sub-section of internship are valid here too. Chairperson, BWBA reported that almost all of their students of Office Assistant course had got job offers. However, only six of them accepted the offers. She said, “remaining students failed to get permission from their parents and opportunities were lost”. Lack of transport facilities add to the problem.

Market barriers

- **Limited job openings**: Job opportunities are very limited. An analysis of NAVTTC’s database of the jobs advertised in the media during last one year, reveals that only 154 job openings were relevant to females, with high concentration in Quetta (see **Figure 60**).

However, since a large number of jobs are filled informally, hence, actual number of jobs available in the market would be much higher.

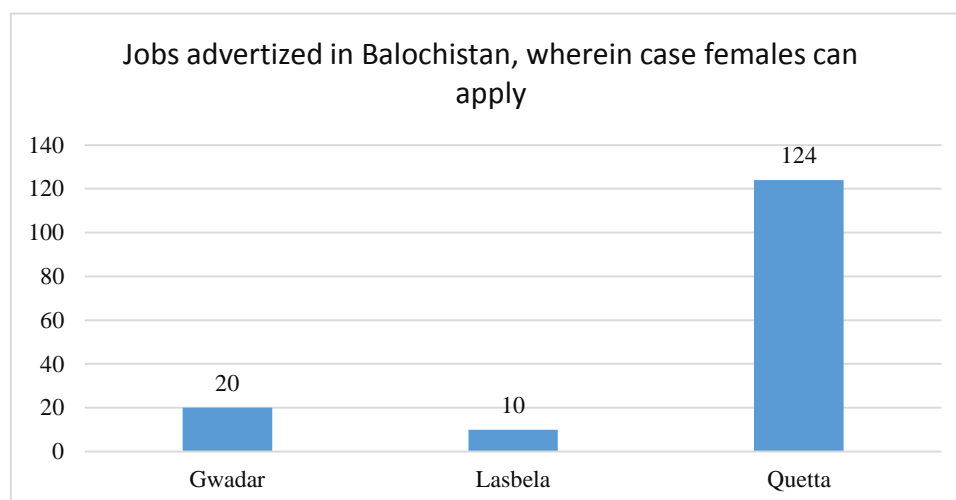


Figure 60 Jobs advertised in Balochistan wherein case females can apply
(Data Source: NAVTTC, 2018)¹⁶³

Working place related barriers

- **Difficulty in entry:** Two issues related to entry of girls were reported by the participants of the FGDs and KIIs:
 - Jobs are filled usually on personal contact basis
 - Wages offered to girls are too low
- **Working environment:** An instructor of BWBA said, “girls and their parents have lot of concerns about working environment in private organizations”.
- **Harassment:** Several participants of the FGDs and KIIs highlighted the issue of harassment at workplaces and on the streets. However, such issues are rarely reported, as reporting of an issue usually ends up with a ban on the mobility of the girl. An instructor of BWBA explained it as: “it is a serious issue, but girls never complain. Reason is that if anyone complain, her family men immediately impose a ban on her movement out of home. So, no girl/woman can take such risk”. The Chairperson, BWBA also expressed similar views. She said, “girls don’t dare to complain. The moment a girl complains to his father or brother or mother, she is immediately stopped from going out of home”. What are the options to address this problem? SVP, Women Chamber suggested that “girl students must be given proper understanding about laws, their rights and their limits”. However, Chairperson BWBA was of the opinion that “the problem is that there is no enforcement of the laws. If laws are in action, no one would dare to harass any girl”.
- **Employers mindset:** Employers are usually not supportive. They employ one person to do the job of many persons. An instructor of WTTTC said, “The industry owners should understand that if they get more skilled human resource, they can open up new production units or outlets”.
- **Low wages:** There is a huge variation in the wages being offered by the employers in Quetta. According to participants of the FGDs and KIIs, beauty parlours offer Rs. 7,000 to

¹⁶³ NAVTTC (2018). Job Placement Reports - Balochistan.

Rs. 8,000 per month, however, NGOs offer as high as Rs. 30,000 a month. For example, a student of WTTC, as reported by an instructor of WTTC, got a job of vocational trainer with Taraqi Foundation at a monthly salary of Rs. 30,000. She has been tasked to conduct trainings on embroidery.

- **Gender wage gap:** Gender wage gap analysis for Balochistan, on the basis of the data of Pakistan Bureau of Statistics, is presented in **Table 19**. It shows that gender wage gap is high in the category of craft and related workers (59%), followed by the category of plant and machine operators (47%). Minimum wage rates fixed by the provincial government is Rs. 15,000 per month whereas a large majority of the women workers have average monthly wages less than the minimum wage limit (**Figure 61**, **Figure 62** and **Figure 63**).

Table 19 Gender wage gaps in selected trades in Balochistan

Trade	Average monthly wages (Rs.)		Gender Wage Gap (in %)
	Female	Male	
Technicians & Associate Professionals	23308	24138	3.44
Craft & related trade workers	5505	13347	58.75
Plant & machine operators	9274	17604	47.32

Source: Pakistan Bureau of Statistics¹⁶⁴

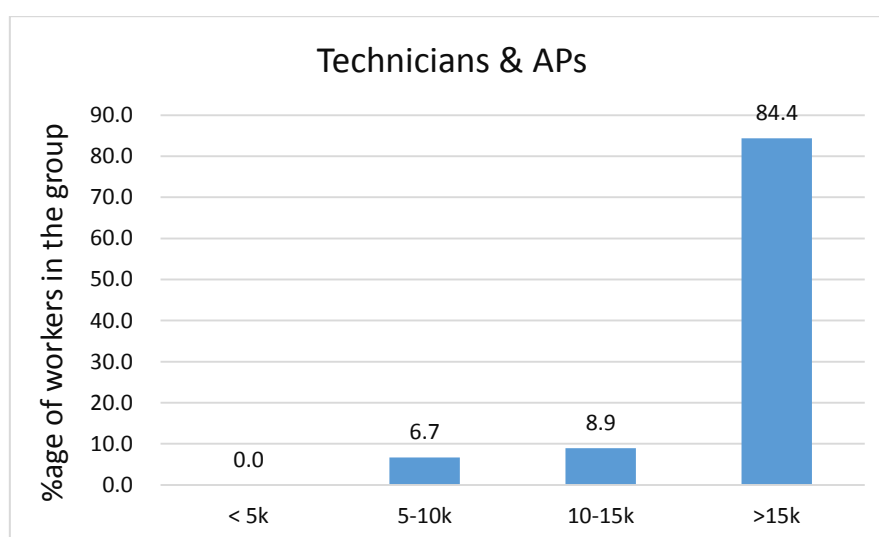


Figure 61 Salaries of women employed as technicians and APs in Balochistan

Source: Pakistan Bureau of Statistics¹⁶⁵

¹⁶⁴ Available at <http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2013-14/t43-pak-fin.pdf>

¹⁶⁵ Available at <http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2013-14/t43-pak-fin.pdf>

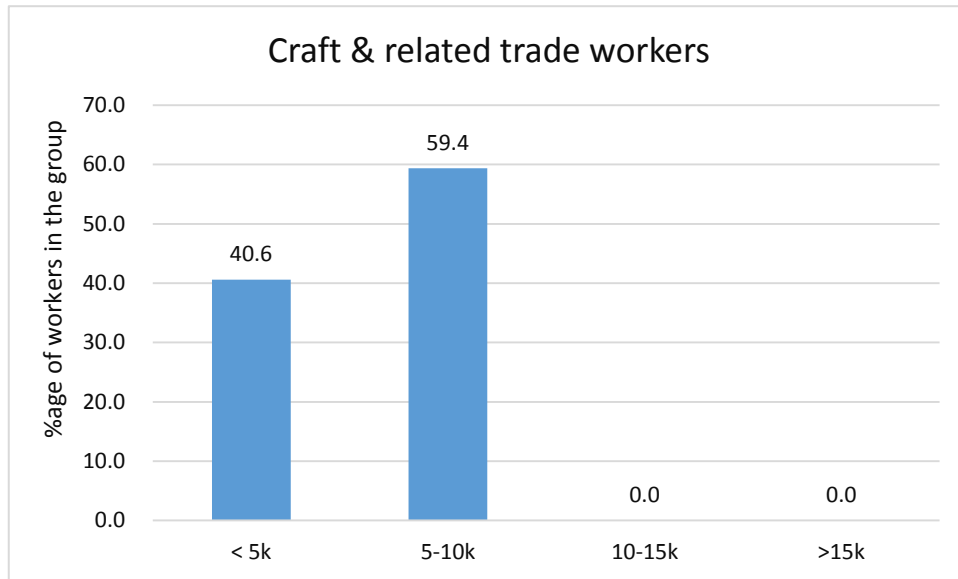


Figure 62 Salaries of women employed as craft and related trade workers in Balochistan
Source: Pakistan Bureau of Statistics¹⁶⁶

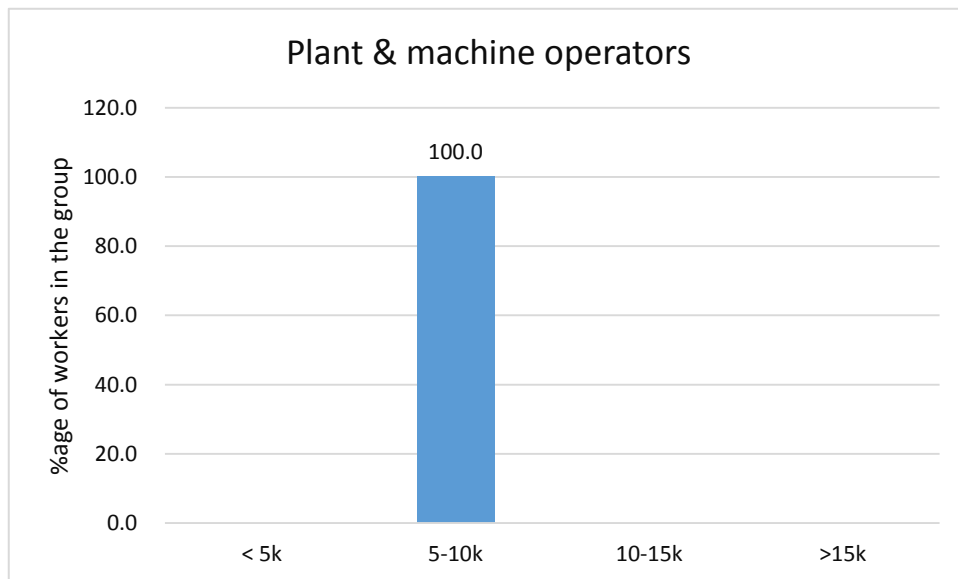


Figure 63 Salaries of women employed plant and machine operators in Balochistan
Source: Pakistan Bureau of Statistics¹⁶⁷

¹⁶⁶ Available at <http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2013-14/t43-pak-fin.pdf>

¹⁶⁷ Available at <http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2013-14/t43-pak-fin.pdf>

Barriers to self-employment

- **Professional skills**: Chairperson, BWBA was of the opinion that self-employment requires strong professional skills, which women often lack. She said, “women generally lack professional skills. They don’t have any vision. Professional approach is missing. It undermines their success in their businesses”.
- **Fear of failure**: Interaction with students revealed that entrepreneurial intention among students was low. The SVP, Women Chamber explained the issues as follows: “self-employment is least preferred by girls”. She added, “they need to understand that self-employment is more rewarding than a job”.
- **Entrepreneurial skills**: Entrepreneurial skills of vocational students are generally weak, as they are not taught such skills. The SVP Women Chamber emphasized that “vocational students should be taught about how to do business. They should be given opportunities to learn”. However, it is an encouraging to note that WTTC has started providing opportunities to students for their developing entrepreneurial skills (see the section of best practices for details). However, it was noted that they were struggling to reach breakeven point. Their main challenge was how to market their products. SVP Women Chamber also highlighted this issue by saying that “the biggest constraints for women to do business are lack of confidence and marketing skills”. There is a need to formalize the process of entrepreneurial skill development in vocational trainings. It is suggested that a course on entrepreneurship should be added into the curriculum of all trades.
- **Financial constraints**: Most of the vocational graduates’ hail from poor families. They can’t afford to launch any business as they are starved of financial resources. Financial market is not favourable for girl entrepreneurs. Chairperson, BWBA explained this challenge as follows: “Loans are not easily accessible to the graduates who want to start their own businesses. Even if a loan facility is available to any girl, it carries very high interest rate, which is not affordable”. She suggested that interest free loans should be provided to girl students who want to create their business setups.

Best practices

Best practices identified through the FGDs and KIs are grouped into four categories: 1) increasing enrolment; 2) improving quality of training; 3) enhancing employability; and 4) promoting self-employment.

Improvement women participation in TVET

- **Meetings with parents:** A student of WTTC was stopped by her family from continuing her training. She talked to the Principal. She arranged a meeting with her parents helped the student in getting permission to continue her training. She narrated her experience as follows:

“A student of our centre told me that her father and brothers were not allowing her to continue training. I thought this issue may affect other girls too, so I decided to help her. I invited fathers/brothers of all students to visit the centre. I gave them detailed orientation about our training and internship programmes and highlighted their importance for girls and their families. The father of that girl met me after that orientation and told me that he was now feeling proud that his daughter was learning a useful skill. He said that he was now more confident about her daughter and the institute was free to send her for internship to any company or office. After few months of the orientation, I inquired from other students too whether there was any change in the attitude of their fathers and brothers too who had attended that orientation. They reported that they had positive feelings about the training”.

Improving quality of training

- **Capitalizing on existing linkages with the industry:** Since the Chairperson of BWBA has strong linkages with employers, she could easily get internship opportunities, for her students, in organizations such as State Life Insurance, EFU, Millennium Mall, 10/11 Restaurant and Sprinkler. The Principal of WTTC stated her experience as follows:

“One day I spotted an Italian restaurant located near my house. I thought there might be some opportunities of learning for our students of cooking training. I approached its owner and requested him to arrange an exposure

visit to their kitchen. He told me that their kitchen was too small to give briefing to a group of students. However, he can send his chef to our institute to make practical demonstration of how a pizza is baked. His chef visited our centre and taught our students how to make different food items including BBQ and Russian kabab”.

- **Creating new linkages for internship:** Principal WTTC identified an organization potentially appropriate for internship of her students. Repeated follow ups helped in yielding success. She stated her experience as follows:

“I approached HR Manager of Sui Gas Office, located near our centre and requested him to provide internship to some of our students. He plainly rejected my request. However, I called him some days after and requested again. This time too I received a cold response. However, I kept contacting him again and again. After few times of rejection, he finally accepted the request, although with hesitation, and provided internship to two of our students. After completing internship, one girl got a job with a private company in Quetta. Now Sui Gas is requesting us to provide more students for internship”.

- **Students feedback:** GIZ has introduced a mechanism of seeking feedback from students. It has created a desire of similar intervention in the regular programmes too. It is evident from the sampled statements of two students, presented below:

“Feedback is regularly sought from students of the GIZ [sponsored] programmes while no feedback is sought from the students of regular programmes”.

(A student at WTTC, Quetta)

“What a student of a GIZ programme learns in six months, a student of regular programme can’t learn in one year”.

(A student at WTTC, Quetta)

- **Day care centre:** Teachers comfort of mind is crucial to ensure quality of education. Female instructors who have small babies often face difficulties in keeping balance between work and home. WTTC has set up a day care centre to address this issue. Salary of day care staff is paid by the instructors from their pocket.

Enhancing employability

- **Job Placement Office:** Job placement office has been setup in the WTTC. The officer contacts NGOs and other organizations to explore internship and job opportunities for students. An instructor of WTTC reported that “job placement office has helped many students in getting internships and jobs”.

- **Gender sensitivity sessions for host organization staff:** Sprinkler provided detailed orientation to their staff about gender sensitivity before they allowed students of BWBA to start internship with them.
- **Language skills:** W TTC has started language classes which are helping students to improve their communication skills.
- **Exploring job opportunities for students:** As reported by Principal W TTC, she has deputed one of her instructors and job placement officer to review classified jobs advertised on the newspapers, on daily basis. They contact the organizations which have advertised those jobs and invite them to visit their centre. Then they arrange interviews of their students.
- **Creating linkages with the alumni of the institutes:** Principal of W TTC keeps contacts with the graduates of her centre. They are working in beauty parlours, banks, privately run training institutes”. This initiative will be helpful in many ways especially exploring job opportunities for students in future.

Promotion of self-employment

- **Creating entrepreneurs:** The Principal W TTC selected a group of students and provided them initial seed money, from her own pocket, to launch a small business. They have set up a canteen in the centre. They cook food at the centre and supply lunch to students and teachers at reasonable rates. All profit will go to the students who are managing it. This is a commendable initiative of the Principal. Capacity building of the students in marketing skills would be helpful. Vocational institutes may adopt this practice. It would not cost much to the institutes but would help students in developing their entrepreneurial skills. Similarly, the vocational institutes may also try setting up service centres (commercial parlours, boutiques, food centres and office centres) at their own premises and providing services to public.
- **Expanding market:** Opportunities lie everywhere. Here is an example, how the Principal, W TTC exploited an opportunity:

“I heard that a private school located close to our centre is going to celebrate sports week. I immediately got an idea. I tasked some students to explore whether they can get a contract of supplying sports uniforms to them. Surprisingly, they got a contract. Now they are preparing track suits for them”.

- **Eid:** The W TTC, as informed by the Principal W TTC, opened a parlour for public, at the occasion of last Eid.
- **Exposure to media:** Saima is a special person. She attended a course on fine arts at the W TTC. She was projected by the institute at different forums. She is now a well-known artist in Balochistan. She won second position in NAV TTC competition of painting. Her paintings are even decorated on the walls of the W TTC Quetta. Her programmes have also been telecast by a regional TV channel.
- **Instructors in business:** The BWBA encourages its instructors to initiate and manage their own businesses, so that they emerge as practicing vocational experts. An instructor of BWBA said, “I make dresses and advertise my products online. People come and purchase them”.

Recommendations

Following are the recommendations for promoting women participation in TVET and enhancing their employability:

Women's participation in TVET

- **Number of institutes and instructors:** Currently there are only 19 female vocational training centres being run by the government in the entire province. Since establishing a new centre would cost at least Rs. 100 million. It may not be feasible to establish so many new institutes that at least one institute is present in each district. More feasible options are:
 - establishing a vocational training facility in at least one women college or high school in each district either in the morning shift or in the afternoon shift
 - setting up mobile 32 mobile training institutes - one in each district, each having a specialization in a specific trade
 - enabling private sector to set up their vocational training facilities in each district, through providing them incentives
- **Admission campaigns:** The vocational centres are recommended to design admission campaigns keeping in view the cultural constraints. They can take following measures:
 - holding admission camps in different locations
 - organizing open public events
 - forming social networks of current students and graduates
 - delivering orientation sessions in the schools and colleges
 - creating partnership with other institutes
- **Minimizing threats of harassment:** Following measures are suggested to minimize threats of harassment for girl students:
 - The civil administration may be requested to post mobile police vans on the routes of girls' schools, women colleges and women vocational centres.
 - Anti-harassment campaigns should be launched on the print, social and electronic media.
 - Awareness on anti-harassment laws should be created among students in schools, colleges and vocational centres. Boys colleges and schools should also be covered by such awareness campaigns. Religious scholars may also be engaged.
 - Threats of harassment should be baselined and then measured periodically to assess the extent to which anti-harassment measures are yielding success. Based on the findings of each study, adjustments in the strategy should be made.

Development of new trades

- **Identification of new trades:** New trades should be identified keeping in view the dynamics of local economies and technological changes taking place in the world. For example, local embroidery is produced in abundance, but the problem lies in its supply chain - transportation and marketing. So suggested trades in this context could be: standardization of embroidery products, marketing of embroidery products etc. Similarly, technological trades such as digital marketing and freelancing can be introduced. A course on E-commerce will also be helpful for setting up small micro enterprises. Sitting in a far-flung area of Balochistan, a woman can sell her products, provided Internet facility is available. We can learn from the experience of Yunnan of China. He sells organic agriculture products online. A woman in Balochistan can sell organic products such as dates, honey, apple, apricot etc.
- **Courses during winter vacations:** Winter vacations offer a good opportunity for the vocational centres to offer courses to students of general education. It is suggested that graduates of the vocational institutes who recently completed their courses can be invited to conduct these short trainings. Such courses may be organized at girls' schools and colleges. Exams may be conducted by the instructors of any vocational institute. The institute may also provide certificates to students who complete training.

Quality of training

- **Use of digital media:** GIZ may help in the identification of best instructors of trades relevant to women in the country. Then their demonstrations and lectures may be recorded. Copies can be provided to all vocational institutes and kept on the websites of all TEVTAs, NAVTTC, Skilling Pakistan and TEVTA reform. Those video lectures would help instructors, students and others. Virtual University can also be requested to provide help.
- **YouTube channels:** All bright students of the vocational centres may be encouraged to create their own YouTube channels and place video clips of their products on their channels. Alternatively, instructors can be facilitated to launch their channels.
- **Exposure visits:** Exposure visits of instructors and students to relevant factories, companies, hotels/restaurants would also be very useful.
- **Seminars:** Vocational centres may collaborate with Women Chamber and BWBA in organizing weekly or monthly series of seminars on themes related to the trades in which students are enrolled.

Employability

- **Women market:** In Gilgit a separate market for women has been established, where only women can sell or purchase items. The same model can be developed in Quetta keeping in view the cultural sensitivity. Provincial Government can be approached to allocate some place and finance the establishment of women market through provincial ADP.
- **Establishment of resource centres for women entrepreneurs:** A resource centre for women entrepreneur should be set up in Quetta.

- **Job fairs and exhibitions:** The institutes should organize at least two job fairs and exhibitions in a year. Students may be encouraged to setup their own stalls. Companies, factories, banks and hotels operating in the area should be invited to attend the exhibition and jobs fairs. It would provide an opportunity to the employers to assess applicants' skills reflected in the quality of their products.
- **Linkages with employers:** It is an encouraging sign that the realization of weak linkages with industry is commonly prevalent among instructors. It provides impetus for change. Since there are many women entrepreneurs present in Quetta, it offers a window of opportunity for the vocational institutes to establish linkages with the industry.
- **Legislation:** Figure 57 shows the skill gap analysis. It shows that there are several sectors in which women can be employed. However, cultural and market barriers would not let women to exploit many of those opportunities. It is suggested that government should make a legislation that at least 20 percent jobs in such sectors should be reserved for women.

Self-employment

Since jobs available in the market are quite limited while demand is high. Hence, there is a need to promote self-employment. Following measures are suggested:

- **Loans for small businesses:** Most of the graduates, as highlighted in the section of weaknesses, vocational graduates lack confidence and financial resources. It would be more feasible to encourage them to form groups and workout plans and collectively launch small enterprises. On the basis of the estimates of students and instructors of WTTC and BWBA, minimum financial capital required to launch business is as follows: beauty parlour = Rs. 150,000; dress making unit = Rs. 200,000; cooking unit/restaurant = Rs. 300,000; and computer academy or business facilitation centre = Rs. 200,000. Vocational institutes may link students to financial institutions.
- **Entrepreneurship labs at vocational centres:** Every institute can follow the model of business development, as adopted by WTTC. They can form task forces to explore such opportunities. For example, they can contact nearby private schools and offer them the services of preparing uniforms for their students. It will benefit both partnering institutions. Instructors can provide supervision. Students can get and process work orders. Even old graduates of the vocational centres can also be invited to join hands. Besides, it may be noted that some students are available in almost all institutes, who have prior practical experience of dress making. For example, a student at WTTC, Quetta reported that she could stitch up to 15 suits in a month and could earn Rs. 150-200/suit.
- **Participation in incubation programme:** As mentioned earlier, the NIC has opened its regional incubation centre in Quetta. Instructors and graduates of WTTC and BWBA are good in product knowledge and skills while the incubation centre has advantage in technological areas. Collaborations of WTTC and BWBA with the incubation centre is expected to produce several start-ups. Similar arrangements can be developed with BIBIEC.

General

- **Interaction with vocational institutes of other provinces:** It is recommended that vocational institutes of Balochistan should be encouraged to create linkages with institutes of other provinces so that they can learn from each other's experiences.
- **Strengthening of evidence-based decision making:** It is recommended that:
 - M&E system of the TVET system should be strengthened
 - The B-TEVTA should create a strategic plan and implement it
 - The B-TEVTA should commission impact evaluation studies on periodic basis so that findings of the studies can help in improving effectiveness of the existing programmes under implementation in the province and guide designing and implementation of future interventions
- **Awareness about the rights:** There is also a need to create awareness about rights of people especially women, among masses. Awareness campaigns may focus on:
 - Article 15, 17, 18 and 25 of the Constitution of Pakistan
 - Gender Policy of Balochistan 2013
 - UNDHR
 - CEDAW
 - Agenda 2030
 - Goals 1, 5, 8 and 10 of SDGs
 - ILO Convention C183 - Maternity Protection Convention, 2000¹⁶⁸
 - Convention C158 - Termination of Employment Convention, 1982¹⁶⁹
 - Convention C122 - Employment Policy Convention, 1964¹⁷⁰
 - Conventions C156 - Workers with family responsibilities, 1981 (No. 156)¹⁷¹

¹⁶⁸

https://www.ilo.org/wcmsp5/groups/public/@dgreports/@gender/documents/genericdocument/wcms_114195.pdf

¹⁶⁹ http://blue.lim.ilo.org/cariblex/pdfs/ILO_Convention_158.pdf

¹⁷⁰ http://blue.lim.ilo.org/cariblex/conventions_16.shtml

¹⁷¹ https://ecampus.itcilo.org/pluginfile.php/25272/mod_page/content/40/C156_R165.pdf

Annex -I: Anti-harassment Laws

Section	Crime	Punishment
Pakistan Penal Code, 1860		
Section 510	A drunk person annoys/harasses anyone	24 hours prison + fine
Section 509	If any person insults or yells on any women or demands any sexual favour	3 years prison + fine
Section 496C	If anyone subject any female to a false accusation	5 years prison + fine
Section 366A	If any person demands any sexual favour from a girl under 18	10 years prison + fine
Section 354A	If anyone strips a female's clothes and exposes her to public view	death or imprisonment for life + fine
Section 294	If anyone sings vulgar songs/words in public	3 months prison + fine

Protection against Harassment of women at Workplace Act, 2010

Clause 8 & 10	<p>harassment" = any unwelcome sexual advance, request for sexual favours or other verbal or written communication or physical conduct of a sexual nature or sexually demeaning attitudes, causing interference with work performance or creating an intimidating, hostile or offensive work environment, or the attempt to punish the complainant for refusal to comply with such a request or is made a condition for employment</p>	<ul style="list-style-type: none"> • Minor Penalties <ul style="list-style-type: none"> ▪ Censure ▪ Withholding for a specific period, promotion or increment ▪ Stoppage for a specific period ▪ Recovery of the compensation payable to the complainant from pay or any other source of the accused. • Major Penalties
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	<ul style="list-style-type: none"> ▪ Reduction to lower post or time-scale or to a lower stage in a time-scale. ▪ Compulsory retirement ▪ Removal from service ▪ Dismissal from service and ▪ Fine
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Prevention of Electronic Crimes Act, 2016

Clause 20(1)	Whoever intentionally and publicly exhibits or displays or transmits any information through any information system, which he knows to be false, and intimidates or harms the reputation or privacy of a natural person	3 years prison + 1 million fines
Clause 21(1)	Whoever intentionally and publicly exhibits or displays or transmits any information which, - (a) superimposes a photograph of a natural person over any sexually explicit image or video. or (b) includes a photograph or a video of a natural person in sexually explicit conduct; or (c) intimidates a natural person with any sexual act, or any sexually explicit image or video of a natural person; or (d) cultivates, entices or induces a natural person to engage in a sexually explicit act,	5 years prison + 5 million fines
Clause 21(2)	If the crime mentioned in Clause 21(1) targets a minor	7 years prison + 5 million fines
Clause 24(1 &2)	A person commits the offence of cyber stalking who, with the intent to coerce or intimidate or harass any person, uses	3 years prison + 1 million fines

information system, information system network, the internet, website, electronic mail or any other similar means of communication to (a) follow a person or contacts or attempts to contact such person to foster personal interaction repeatedly despite a clear indication of disinterest by such person; (b) monitor the use by a person of the internet, electronic mail, text message or any other form of electronic communication; (c) watch or spy upon a person in a manner that results in fear of violence or serious alarm or distress, in the mind of such person; or (d) take a photograph or make a video of any person and displays or distributes it without his consent in a manner that harms a person.

Annex 2: Details of the FGDs and KIIs conducted in Punjab

Date	Activity	Names of respondents	Venue
15 Oct 2018	FGD1	Instructors/management staff 1. Ms. Kosar 2. Ms. Fozia 3. Ms. Musarat 4. Ms. Zareena 5. Ms. Chanda Aftab 6. Ms. Nadia 7. Ms. Nusrat 8. Ms. Amna	PVTC, HQ, Lahore
	KI-1	Ms. Bushra Nawaz, Manager, Marketing & PR, PVTC	PVTC, HQ, Lahore
16 Oct 2018	KI-2	Mr. Nauman, Principal, VTI, Governor House	VTI, Governor House
	KI-3	Ms. Amna, Principal, VTI, Shadman	VTI, Governor House
	FDG2	Instructors 1. Ms. Shaheen Kosar 2. Ms. Zobia Tanvir 3. Ms. Sumaira Batool 4. Ms. Sumaira Nadeem 5. Ms. Shazia 6. Ms. Parveen Akhtar 7. Ms. Uzma 8. Ms. Naghma 9. Ms. Sabreen 10. Ms. Saeeda	VTI, Governor House
	FDG3	Students 1. Ms. Maryam 2. Ms. Tanya 3. Ms. Roheen 4. Ms. Shahida 5. Ms. Nadia 6. Ms. Amna 7. Ms. Amna	VTI, Governor House

		8. Ms. Hira 9. Ms. Shahida 10. Ms. Hiba 11. Ms. Madiha		
17 Oct 2018	FGD4	TEVTA officials 1. Rao Rashid Ali, GM 2. Mr. Aizaz Haider, Director 3. Mrs. Nazli Bashir, DD/HR 4. Mr. Irfan Saghir, Director	P-TEVTA	
	FGD5	Women Chamber of Commerce & Industry (WCCI) 1. Ms. Tabassum 2. Ms. Shagufta 3. Ms. Farhat 4. Ms. Shakeela 5. Ms. Qaisra Sheikh 6. Ms. Rukhsana	WCCI, Lahore	
18 Oct 2018	FGD6	Students of Dress Making	VTI, Mandi	Manga
	FGD7	Instructors 1. Fouzia 2. Rehana 3. Waris	VTI, Mandi	Manga
	FGD8	Principal, Vice Principal & Placement Officer	GTC(W), Road	Lytton
	FGD9	Faculty members of GTC(W), Lytton Road (n = 8)	GTC(W), Road	Lytton
	FGD10	Students GTC(W), Lytton Road (n = 25)	GTC(W), Road	Lytton

Annex 3. Details of FGDs and KIIs conducted in Sindh

Date	Activity	Names of the respondents	Venue
8 Oct 2018	FGD1	Engineer Hafeez Abro, Director, Industrial Coordination Mr. Liaqat Ali Jamro, Director (A&T) Mr. Abdul Ghani Rajpoot	Sindh TEVTA, Karachi
	FGD2	Principals/Vice Principals of the institutes: 1. Ms. Naila Hayat Somroo, 2. Ms. Razia Sultana, 3. Ms. Fozia Abid, 4. Ms. Waheeda Arshad, 5. Ms. Rehana Ijaz, 6. Ms. Asma Zamir, 7. Ms. Anita Iqbal 8. Ms. Sana Khawja, 9. Ms. Majida Khursheed, 10. Ms. Waheeda Mahesar 11. Ms. Iram Rashid 12. Ms. Waheed-un-Nisa 13. Ms. Rizwana Shahid	Movenpick Hotel, Karachi
9 Oct 2018	FDG3	Institute interns: 1. Ms. Hina Liaqat Ali 2. Ms. Maheen 3. Ms. Sadaf Farooq 4. Ms. Hadia 5. Ms. Narmeen	Bufferzone Institute, Karachi
	FDG4	Institute teachers: 1. Ms. Sabeen 2. Ms. Huma 3. Ms. Wajeha 4. Ms. Atiba 5. Ms. Parveen 6. Ms. Shagufta 7. Ms. Asma Zamir	Bufferzone Institute, Karachi
	FDG5	Institute students: 1. Ms. Dure Shahwar 2. Ms. Kanwal 3. Ms. Syeda Amina 4. Ms. Tooba 5. Ms. Uzma Shakir	Bufferzone Institute, Karachi

	FGD6	Institute teachers 1. Ms. Aasma 2. Ms. Hira 3. Ms. Naseema 4. Ms. Sadaf 5. Ms. Asia 6. Ms. Tasneem 7. Ms. Majida Khurshid, Principal	Memon Industrial and Technical Institute (MITI), Karachi
	FGD7	Graduates of VTIW Buffer Zone 1. Ms. Falak (Sales) 2. Ms. Fatima (Cooking) 3. Ms. Uzma (Beautician) 4. Ms. Kiran (Dress making) 5. Ms. Ayesha (Beautician) 6. Ms. Faiza (computer) 7. Ms. Ariba (Customer Relations)	Movenpick Hotel, Karachi
	FGD8	FGD with teachers of VTIW Buffer Zone (5)	VTIW Buffer Zone, Karachi
10 Oct 2018	FGD9	Teachers: GVIW, Afandi Town 1. Ms. Ayesha 2. Ms. Shumaila 3. Ms. Sadaf Faraz	Afandi Town, Hyderabad
11 Oct 2018	FGD10	Students: GVIW, Afandi Town 1. Ms. Naseema Sherazi 2. Ms. Fatima 3. Ms. Musaleen 4. Ms. Mantasha 5. Ms. Hina 6. Ms. Faiza	Afandi Town, Hyderabad
	KI-1	Dr. Hameedullah Kazi Pro-Vice Chancellor (Engineering & Management Sciences)	Isra University, Hyderabad
	FGD11	Members of Entrepreneurial Society 1. Ms. Sajida Solangi 2. Ms. Monaima 3. Ms. Pashmina	Isra University, Hyderabad
	FGD12	Instructors 1. Mr. Akbar 2. Ms. Kinza	Isra University

KI-2	Mrs. Shaiyane Malik, Fashion Designer/Entrepreneur	DHA Phase-4, Karachi
KI-3	Mrs. Rizwana Shahid, President, Women Chamber of Commerce & Industry	Movenpick Hotel, Karachi

Annex 4: Details of FGDs and KIIs conducted in KP

Date	Activity	Names of respondents	Venue
26 Sep 2018	KII-1	Ms. Seema Kanwal, Administrator, GTVC (W), Mardan	GTCV, Mardan, KP
	FGD1	Teachers: Ms. Nazish Karim, Afshan Khan and Aisha Sadiqa	GTCV, Mardan, KP
	FGD2	Students: 1. Ms. Hameeda, 2. Ms. Kainat, 3. Ms. Hira Khan, 4. Ms. Fatima Noor, 5. Ms. Naila Amin 6. Ms. Raishma Gul	GTCV, Mardan, KP
27 Sep 2018	FGD3	Director (Operations), K-TEVTA, Mr. Nazir Ahmad, Director (M&E), K-TEVTA	K-TEVTA, Peshawar
	KII-2	Mrs. Naheeda Baigam (Principal)	GTCV, Gulbahar
	FDG4	Teachers: Ms. Razia Sultana (senior instructor), 1. Ms. Nusrat Bashir (Vice Principal), 2. Ms. Salma Yasin (senior instructor), 3. Mr. Gul Naz (junior instructor)	GTCV, Gulbahar, Peshawar, KP
	FDG5	Students: Ms. Salma Niaz, Ms. Tayaba	GTCV, Gulbahar, Peshawar, KP
	FGD6	Class of Beautician course (about 20 students including Ms. Naila, Ms. Kainat, Ms. Qurat ul Ain, Ms. Saba, Ms. Sana, Ms. Aaqba)	GTCV, Gulbahar, Peshawar, KP
	FGD7	1. Mr. Tahir FDA, 2. Ms. Ambreen, FDA, 3. Mr. Tahir, GIZ	FFDA, Peshawar
	28 Sep 2018	KII-3	Ms. Shahla Gul Accountant
FGD1		Teachers: 1. Ms. Ayesha Durrani, 2. Ms. Roida Jalil, 3. Ms. Musarat, 4. Ms. Tayaba, Sabeen	GTVC, Nowshera
FGD8		Students: 1. Ms. Iram Hamid,	GTVC, Nowshera

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2. Saadia Islam,
 3. Fida Qayum,
 4. Fatima Gul
-



FDA = FATA Development Authority

Annex 5: Schedule of FGDs and KIIs in Balochistan

Date	Activity	Names of respondents	Venue
7 Nov 2018	FGD1	Instructors 1. Ms.Safoora Bibi 2. Ms.Rubina 3. Ms.Taj Bibi 4. Ms.Sabeen 5. Ms.Ambreen 6. Ms.Kanwal 7. Ms. Job Placement Officer	WTTC, Samangli Road, Quetta
	KII-1	Principal, WTTC, Quetta	WTTC, Quetta
	FGD2	Students (n = 19)	WTTC, Quetta
	KII-2	Chairperson, BWBA	BWBA, Quetta
	FDG3	Instructors 1. Ms.Zainab 2. Ms.Bilquees 3. Ms.Neha 4. Ms.Suriya	BWBA, Quetta
	FGD4	Students (n = 19)	BWBA, Quetta
	KII-3	Ms. Nasira, SVP, Quetta Women Chamber	BWBA, Quetta
	KII-4	Director, B-TEVTA	B-TEVTA, Quetta
	KII-5	Mr. Hanif, instructor	B-TEVTA, Quetta

TVET Sector Support Programme

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