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Strengthening Industry-Institute Linkages (IIL) for TEVT Institutes

Report on Review of IMCs for Selected TEVT Institutes in Sindh

Empowering Vulnerable Groups through Education, Employment and Training
ILO Country Office for Pakistan

Strengthening **Industry-Institute Linkages (IIL)** for **TEVT Institutes**

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Foreword

In Pakistan, an important factor limiting employment growth, and a major constraint on reducing poverty, is the low level of education and skills in the labour force. It has been one of the principal causes for low productivity and employment creation in most sectors of the economy. The Technical and Vocational Education and Training (TVET) system in Pakistan is not sufficiently adapted to labour market requirements, and only covers a small proportion of the training needs. The institutions further suffer from a lack of decentralized decision-making, high levels of bureaucracy, insufficient funding, low wages and low levels of staff motivation. All of these have a negative impact on quality and efficiency. To ensure that the labour market develops in an efficient way and generates decent work for all, governments formulate employment policies. Designing decent employment policies calls for the comprehensive collection, organization and analysis of labour market information. An analysis of the current situation is the basis for formulating effective policies. Labour market information is a foundation for defining employment strategies that foster decent and productive employment and macroeconomic policies.

The ILO's Recommendation (No. 195) Concerning Human Resource Development: Education, Training and Lifelong Learning guides member States as they seek to develop the knowledge and skills of their workforces so as to achieve higher productivity while promoting social inclusion. It also constitutes the policy framework for the ILO's work on skills development. Within the national priority areas of competitiveness, productivity and jobs, the ILO's support for skills development focuses on three cross-cutting main issues: i) the reform of national skills strategies and policies; ii) the role of the private sector in skills development; and iii) changing patterns of work organization. Thus, the need to reform the skills development system comes from a number of directions: the need to be competitive globally, to increase the efficiency of the domestic industry, to support enhancement of foreign remittances, to provide employable skills to people in the context of a growing population and to ensure access to new career opportunities.

In order to achieve sustained economic and social development, remain globally competitive and be able to respond to changes in technology and work patterns, the Pakistan government has recently made skills development a political priority. This is one reason why the importance of skills features in several contemporary policies including draft policies on Employment, Education and the Economic Survey of Pakistan.

For this, the ILO under the project "Empowering Vulnerable Groups through Education, Employment and Training (EET)" is helping the social partners to apply the policy recommendations arrived at through tripartite consultations on skills development within the Decent Work agenda to their circumstances and priorities. Comparative research, policy guidelines and technical assistance aim to help partners:

- Integrate skills development in national and sector development strategies in order to better meet current labour market needs and to prepare for the jobs of the future;
- expand access to employment-related training so that youth, persons with disabilities and other vulnerable groups are better able to acquire skills and secure productive employment

while at the same time contributing to poverty reduction; and

- improve the ability of public employment services to provide career guidance, labour exchange services, delivery of active labour market programmes, and rapid response services in the aftermath of crises.

This study *Strengthening Industry-institute Linkages (IIL) for TEVT Institutes: Report on Review of IMCs for Selected TEVT Institutes in Sindh* was carried out by the ILO project entitled "Empowering Vulnerable Groups through Education, Employment and Training (EET)", as part of its research work in the area of skills needs assessment and development. Major objective for this project is to support socio-economic development through investment in education, skills, entrepreneurship and legal empowerment for attaining decent work agenda in Pakistan. This project is part of the ILO's contribution to the One-UN Programme.

I would like to extend my gratitude to the Ministry of Human Resource Development, the provincial labour departments, provincial technical education and vocational training authorities and other partner organizations for their demonstrated commitment and immense support to us in our efforts for the promotion of Decent Work in Pakistan.

I congratulate the EET project team on their successful initiatives to develop a much-needed knowledge base on Pakistan labour market from a skills perspective. I am sure these efforts would help the ILO and its partners in taking steps towards halving poverty through education, employment and training.

Thank you

Francesco d'Ovidio
Country Director
ILO Office for Pakistan

Contents

Foreword iii
Executive Summary vii
Abbreviations ix

1. BACKGROUND 1

Background to the study 1
1a. STEVTA Institutes 2
1b. Institute Management Committees (IMCs) 2

2. THE STUDY 3

3. OBJECTIVES AND SCOPE OF THE STUDY 4

4. METHODOLOGY 5

5. SURVEY DESIGN AND IMPLEMENTATION 7

6. FINDINGS FROM THE SURVEY AND CONSULTATIVE AND FOLLOW-UP MEETINGS 9

6a.CONSULTATIVE MEETING WITH STAKEHOLDERS 19

7. FINALIZATION OF RULES OF BUSINESS 22

8. CAPACITY BUILDING 24

9. RECOMMENDATION - PROPOSED MODEL FOR IMC FUNCTIONING 25

10. CONCLUSION 28

ANNEX 1 - TERMS OF REFERENCE 31

ANNEX 2 – 1993 -1994 RULES OF BUSINESS 34

ANNEX 3 - REVISED RULES OF BUSINESS 42

ANNEX 4 - QUESTIONNAIRES 50

ANNEX 5 - LIST OF PARTICIPANTS 58

ANNEX 6 - CAPACITY BUILDING TOPICS / MODULES 59

Executive Summary

TEVT plays an equally important role in the social, economic and political development of any nation together with its academic counterpart. Education is regarded as the key to development; however, globally TEVT is seen as 'the master key' because it has the ability to open the 'doors' of life-long learning and improve vocational expertise and consequently the quality of living for thousands of people. It is with this spirit that the current research initiative was undertaken and it is expected that this review report would help in empowering the Institute Management Committees (IMCs) at the various TEVT institutes across the province of Sindh in Pakistan (under STEVTA) such that they could support TEVT becoming an important component of the learning system providing relevant knowledge, skills and competencies for employability of learning communities.

The study was commissioned in response to observations that the performance and results of the IMCs at various TEVTs had been below expectations. STEVTA in collaboration with the ILO commissioned the current research study to strengthen industry-institute linkages for TEVT Institutes in Sindh. The study explores institutional resources and IMC initiatives as per its mandate for developing linkages between institutes and businesses. It also highlights gaps that hinder the strengthening of management and operational capacity of the institutions.

The needs and demand assessment, undertaken as part of the overall study, focused on management, planning, implementation and impact of courses undertaken under the IMC programmes. Following the assessments, modules for capacity building of staff working for IMCs were developed and delivered in consultation with ILO and STEVTA management on need-based themes.

To meet the objectives of the study, the consulting team undertook activities related to the different aspects of the problem using methods for collecting data that included a Survey, Consultative Meetings, Capacity Building Workshops and Follow-up Meetings. The research survey was sent to all 134 TVET institutes in Sindh where IMCs had been notified (the list was provided by STEVTA but the data of 18 centres was analyzed and these were selected for capacity building because ECDI was only able to extract complete information from them during the workshops whereas the rest were unable to provide relevant data.

The findings from the research show that at the institutes training curricula, technologies, labs and machines are outdated and training does not match market demand. Successful implementation of TEVT programmes under IMCs is also constrained by lack of required understanding and readiness of recently notified IMCs to take up their role at the institutes.

At some institutes programmes were not industry-need relevant and the unavailability of suitable resources remained the major issue. Absence of relevant research-based data, especially on functional labor markets, primary industry and the institutes' graduates and weak business relationships with employers also hinders affirmative plans and actions.

To develop a system for interactive action learning and knowledge dissemination, training was offered to IMC members of those Institutes whose Principals showed an interest in attending an especially designed five day Workshop. (The assignment had required capacity building of 10 to 15 select IMCs only in the pilot stage).

This report presents the results of study while highlighting some of the key issues, and lays out some suggestions to achieve the national skills strategy, which are necessary to ensure the strengthening of industry-institute linkages. A conceptualized working model is being proposed as per the finalized Rules of Business to help IMCs address identified issues and to support the formulation of institutional development/action plans by the IMCs. The proposed working model also aims to bridge the gaps identified during the consultative workshop - the key one being the need for close coordination between employers/industry and the Institutes. The placement units would enable both to work in a more cohesive, collaborative manner to initiate 'match-making' for graduate trainees. If deemed feasible, this could be replicated in all TEVT Institutes to fill in the demand-supply gap between TEVT Institutes and industry.

The study clearly indicates that the situation demands increasingly genuine engagements and interactions between industry stakeholders and Institutes.

Abbreviations

Bank	National Bank of Pakistan or any other scheduled bank approved by the STEVA
DDO	Drawing and Disbursing Officer appointed by the Authority
ILO	International Labour Organization
IMC	Institute Management Committee
NGO	Non-Governmental Organization
RoB	Rules of Business
STEVTA	Sindh Technical Education and Vocational Training Authority
STTB	Sindh Trade Testing Board
SBTE	Sindh Board of Technical Education
TEVT	Technical Education and Vocational Training
UN	United Nations

Background to the study

Background

Technical Vocational Education and Training (TEVT) play an important role in filling the gap between the general educational system and the labour market in Pakistan. Its original function is to provide people with opportunities to learn skills and acquire the knowledge required in the labour market - skills and knowledge often not provided by the general educational system. For this reason, the nature of linkages between TEVT institutions and industries is critical in determining the outcome of vocational education and training. Most people agree that close co-operation between TEVT institutions and industry is a key to the successful delivery of vocational education and training. However, the nature of these linkages is itself affected by various institutional factors.

The TEVT sector, which can be described as the 'supply side', faces many challenges across Sindh, spanning issues related to quality, quantity and relevance. Until recently, TEVT administration in the province was fragmented and controlled by three different departments i.e. 182 Institutes were under the Department of Education and Literacy, 34 Institutes were under the Department of Labour and 16 Institutes were under the Department of Social Welfare. All decisions concerning TEVT programmes were taken by officials within these three education administrations, based upon past approaches, and with little serious reference to local, provincial or national labour market needs and their future development. There were few mechanisms for using information on the needs of the labour market to redirect training programmes and there was little emphasis on the renewal or revitalization of training.

In light of changing domestic and international labour market requirements, and in line with the reorganization of TEVT Institutions implemented by other Provinces, the Government established the Sindh TEVT Authority (STEVTA) in August 2008 to manage TEVT Institutions. In order to extend complete autonomy and more effective management, policy making has been entrusted to the Sindh TEVTA Board, consisting of eminent professionals from the public and private sectors and representatives from leading industries and universities. The Sindh Cabinet, in its meeting held on 28 February 2009, entrusted the administrative control of all TEVT Institutions in Sindh to STEVTA.

To support provincial initiatives, the Government of Pakistan released Skilling Pakistan: The National Skills Strategy 2008-2013, a comprehensive document which outlines strategies to reform the TEVT system so that it can provide relevant skills for industrial and economic development and improve access, equity and employment and assure quality. The Strategy recognizes that if its objectives are to be met there is a need for two main paradigm shifts:

- The shift from time-bound, curriculum-based training to flexible, competency-based training, and
- The shift from supply-led training to demand-driven skills development by promoting the role of industry in both the design and delivery of TEVT.

1a. STEVTA Institutes

Today STEVTA administers and manages 259 institutions across 23 Districts of Sindh, namely Government Colleges of Technology, Polytechnic Institutes, Monotechnic Commercial Centres and Vocational Training Centres. These are categorised as follows:

i.	Polytechnic, Monotechnic	74
ii.	Commercial Centers	40
iii.	Vocational Institution and Centres	145
	Total	259

STEVTA has notified Institute Management Committees (IMC) for 134 of TEVT institutes in Sindh. The administrative control of these institutes (which were initially working under different departments) was handed over to STEVTA after its establishment, that has notified the IMCs. So far 134 have been notified as was shared by STEVTA with us . Table 2 represents the year of notification of the 54 institutes which replied to the survey form that does not provide categories of the institutes..

1b. Institute Management Committees (IMCs)

At the institutional level, STEVTA has formed and notified Institute Management Committees (IMCs) to manage the implementation of programmes with sufficient autonomy and authority in administrative, financial and management matters and to take decisions necessary for the smooth implementation and promotion of programmes that meet the needs of the local labour market.

In the the early 1990s and on the recommendation of World Bank, the formation/constitution of Center Management Committees (CMCs) - renamed Institute Management Committees (IMCs) took place. The first IMCs (with Chairpersons from industry) were formed in 1993 and were notified by the Directorate of Manpower and Training. Gazette Notifications were issued to 20 Centers in all Provinces. This was a critical step which was taken to ensure that training met the skills requirements of local industry in a cost-effective manner and led to employment or to the opportunity for further training by establishing strong links with industrial enterprises.

To ensure uniformity in mechanism across the board, IMCs were required to follow the draft Rules of Business (RoB) constituted by the Directorate to manage and monitor the programme under IMCs at the Institutes/Centers. The draft Rules of Business were formulated and circulated in 1993-1994 and were later sent to the Provincial Training Board for formal endorsement. However, there was no response until the late 1990s, though some of the Committees continued operations for improving and enhancing the capacity and capability of their Centers, while others remained inactive.

Recently, after the establishment of STEVTA, IMCs were notified in an additional 114 Institutes/Centers across the province of Sindh bringing the total to 248.

The Study

The ILO combines advocacy, demonstration and cooperation in helping countries define and implement Decent Work Strategies. In Pakistan, it had been observed that the performance and results of the IMCs had been below expectations. In response to this, STEVTA in collaboration with the ILO, commissioned the current research study to strengthen industry-institute linkages for TEVT Institutes in Sindh. The study explores institutional resources and IMC initiatives as per its mandate for developing linkages between institutes and businesses. It also aims to highlight gaps that hinder the strengthening of management and operational capacity of the institutions. The needs and demand assessment, undertaken as part of the overall study, focused on management, planning, implementation and impact of courses undertaken under the IMC programmes. Following the assessments, modules for capacity building of staff working for IMCs were developed and delivered in consultation with ILO and STEVTA management on need-based themes. This report presents the results of the study while highlighting some of the key issues, and lays out some suggestions to achieve the national skills strategy, which are necessary to ensure the strengthening of industry-Institute linkages.

The complete terms of reference for this research are attached in Appendix A. It is expected that this report will help the IMCs in their task of empowering the TEVT institutions such that TEVT becomes an important component of the learning system - providing knowledge, skills and competencies for employability of the members of local communities.

Objectives and Scope of the Study

The objectives of this research study were to:

- determine the existing role and capacity of IMCs in strengthening Industry-Institute linkages,
- enhance the capability of the institutions by building the capacity of participants who are charged with the task of Industry-Institution linkage for their institution's progress and
- ensure continuous improvement by internalizing and later implementing Industry- Institution linkage concepts and processes.

To achieve the above mentioned objectives, the research proposal included three main activities to be implemented via a sequenced approach:

1. Review of the existing role, capacity and performance of IMCs;
2. Capacity building of select IMC members; and finally
3. Development of a concept as an implementation plan/strategy for STEVTA that could be replicated by IMC capacity-building at other TEVT Institutes across Sindh.

Geographic Scope

Though survey forms were sent to the Institutes in all Districts of Sindh the focus was on the 18 selected Institutes (as per the Terms of Reference) for the complete initiative (particularly the capacity development area). It was piloted in Karachi-based Institutes considering the programmatic and financial limitations of the study.

Methodology

To meet the objectives of the study, the consulting team undertook activities related to the different aspects of the problem using methods for collecting data that included a Survey, Consultative Meetings, Capacity Building Workshops and Follow-up meetings. These activities involved:

1. Supply Analysis: A survey of Institutes and their IMCs and a review of their current practices. The survey tool was translated into Urdu before dissemination to the IMCs in interior Sindh. It was also made available in English.
2. Demand Analysis: Meetings with selected industry partners to assess their level of interest, willingness to participate and their experience in participating at the Institutes and to identify needs and constraints, and to ascertain their proposals for improvement.
3. Capacity Building: Building the capacity of select TEVT Institutions, enabling them to prepare action plans for developing industry-Institute linkage systems in the Institutes.
4. Enabling environment: Assessing the initiative in the broader context and articulating risks and assumptions.
5. Recommendations: Present options after demand and supply analysis based on the survey and suggestions from the stakeholders and recommend the best option to be pursued.

As mentioned above an attempt was made to contact all the Institutes: the survey forms were sent across Sindh[1] to all 134 Centers where STEVTA had notified IMCs. This provided all Institutes with the opportunity to respond to the IMC concept, process and activities that had taken place to date.

Out of 134, only 54 Institutes responded to the survey questionnaires. 54 forms were received from the Principals while only 23 Chairpersons responded. Since only 23 IMCs Chairpersons responded on the IMC programmes, these were considered as Institutes in Sindh that had formally acknowledged the IMC programme and could be deemed 'active' to some extent.

To develop a system for interactive action learning and knowledge dissemination, training was offered to IMC members of those Institutes whose Principals showed an interest in attending the five day Workshop. (The assignment had required capacity building of 10 to 15 select IMCs only in the pilot stage). To address the third objective, a conceptualized working model is being proposed as per the finalized RoB at the end of the report. If deemed feasible, this could be replicated in all TEVT Institutes to fill in the demand-supply gap between TEVT Institutes and industry.

[1] Survey forms were sent to 134 Institutes in Sindh where IMCs had been notified. Where needed, translations in Urdu were also provided and support was provided via telephone. The Institutes were also sent copies of the Rules of Business. Responses were received from Principals and chairpersons of 54 Institutes. However, most of these IMCs have only recently been notified and the forms (despite being translated into Urdu) were incomplete. Many IMCs could not address the queries since not much activity beyond notification had yet taken place.

Deliverables

The specific deliverables of the research study are highlighted below:

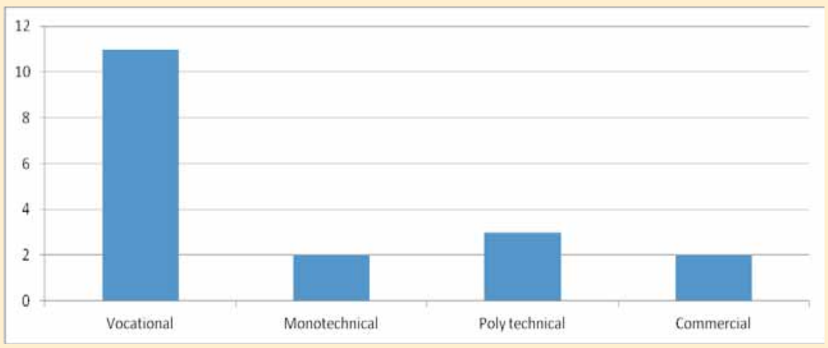
1. Development of a Questionnaire, its translation in to Urdu and pre-testing
2. Conducting the survey
3. Data compilation and analysis
4. Consultative meeting with stakeholders
5. Rules of Business (RoB) finalization and submission to STEVTA
6. Selection of TEVT Institutes for capacity building
7. Development and delivery of training materials
8. Report Writing and submission.

Survey Design and Implementation

Data Collection Instrument (Questionnaire)

The survey questionnaires were the main instrument used for the collection of data from the Institutes. Two sets of questionnaires were designed. Questionnaire A was used for TEVT Institute Principals' responses only and Questionnaire B was for Principals as well as for the Chairpersons of IMCs so that they could respond independently without any influence or pressure (Annex 4). The questionnaires included closed-ended and open-ended queries.

Figure 1: Type of Institutes



Sample for the Study

At the start of the study a list of 134 Institutes where IMCs had been notified to date was provided by the STEVTA. That list included those where IMCs had been notified in 1993. The survey tool was sent to all 134 Institutions to collect data on IMC status and performance under the Government rules and regulations. However, despite extensive follow-up, responses were received from only one of the two respondents of the 54 Institutes. Of these, 18 TEVT Institutes from Karachi were selected for in-depth review of IMCs in accordance with the original terms of the research. They were selected based on their willingness to participate in the five workshops. Out of 18 selected, 61% were vocational institutes, 11% were commercial in nature, 11% were monotechnics and 17% were polytechnics.

Pre-Testing

The pre-testing of the questionnaires was conducted with three TEVT Institutes, namely Bufferzone, North Karachi and Korangi Institutes. They were selected because they were willing to participate and take out time for interaction. Respondents were encouraged to make suggestions on anything they found ambiguous. The questionnaire was translated for those who were not comfortable with English.

Data Collection Procedure

At the Institutes, the consulting team provided an opportunity to the Principals and the Chairpersons of the IMCs who were expected to participate in the study to clarify any specific questions. The necessary explanations were given. The completed questionnaires were returned after a delay of a few weeks. Although the questionnaire was accompanied by a letter from STEVTA, there was no response ever from many Institutes/Centers in interior Sindh.

Data Analysis

Data gathered from 18 Institutes was compiled using Microsoft Excel to analyze the key findings. The rest of the received forms were incomplete. In some cases respondents were unable to respond to the questions as the IMCs were newly formed and had little or no operational experience.

Findings from the Survey & Consultative & Follow-up Meetings

The key findings mentioned below are based on the analysis of the data collected through the survey. These findings are supported by information gathered through secondary research as well as consultative and follow-up meetings conducted during the research.

Active IMCs

According to the information received, 23 IMCs may be called active (defined as those where both the Chairperson and the Principal participated in the survey and had some knowledge of IMC roles and operations) in Sindh including those that were notified in 1993.

Table 1: Survey Details

Total No. of Institutes Contacted	No. of Institutes That Responded	No. of Principals in the Responding Institutes	No. of IMC Chairperson
134	54	51	23

Distribution and Notification

The table below shows the distribution and the year of notification of 54 IMCs (from which the survey tool was received from at least one of the two respondents i.e. the Principal or the Chairperson).

Table 2: Year of Notification of IMCs

YEAR FORMED	KARACHI	HYDERABAD	INTERIOR SINDH	TOTAL
1993-94	3			3
2001-2002	2			2
July 2011		2		2
September 2011		1		1
October 2011	11	15	6	32
November 2011	3	2	1	6
February 2012	1			1
March 2012		1	2	3
July 2012	1			1
October 2012		1	1	2
No Date	0	1	0	1
Total	21	23	10	54

In Sindh, only 3 IMCs have been performing actively in the operational sense since 1993.

Support from STEVTA

It was shared by the respondents that most of the IMCs that have been formed in recent years had received hardly any support from STEVTA. However, the IMCs that were notified in earlier years indicated that they had received support in various areas such as grants of seed money for startup activities and for upgrading skill sets of the institute staff.

Linkages with Industry

The Principals and Chairpersons agreed that industry-Institution linkage is the weakest feature within the Institutes; in some cases it is non-existent or very rudimentary in nature. Most of the learning and training that is being offered at the Institutes does not increase the practical skills of trainees or their ability to work in an industrial environment. The skills in various trades that are taught are too basic for the job markets they cater to. Training is done on outmoded machines and the trainees' knowledge and skills do not match current job demands: thus the IMC role needs to be enhanced at the Institutes so as to involve industry players. Discussions during the consultative workshop and follow-up meetings also supported this finding, as it was shared that industries are interested in collaboration but reluctant to hire under-qualified job seekers. It was also noted during the discussions in the follow-up meetings that the geographical location of job seekers was also affecting their selection, as industries had concerns about punctuality and regularity due to the uncertainty of the security situation in the Province and particularly in Karachi. Some employers indicated that they preferred their own set-ups to bring new employees on board where they trained fresh graduates at their own venues.

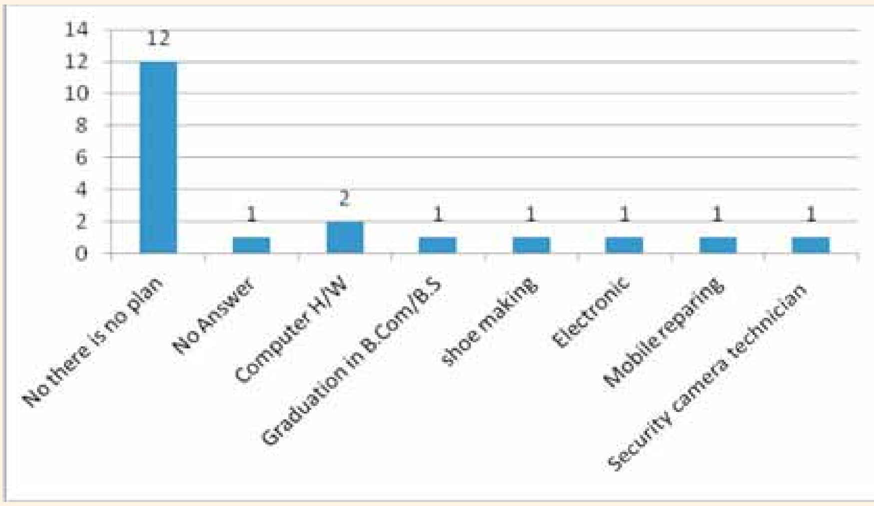
Relationship between IMCs and Principals

The Principals play the crucial role of a bridge between TEVT Institutes and the IMCs since they work as the Secretaries of the IMCs. The Principal, as Member Secretary, has a formal professional relationship with all the members including the Chairpersons. He/she calls for IMC meetings, informs members, prepares the agenda and/or working papers and Minutes of the meeting with approval from the Chairperson. The relationship is generally very cordial according to most of the Principals ; however as per the rules, for every initiative they are required to seek the approval of the Chairperson.

Training Facilities

Overall the quality of TEVTs' programmes remains a problem in the Institutes/Centers, according to the respondents. Most of the Institutes' training facilities are not adequate and the teaching staff needs advanced training. In some of the Institutes selected for the research, the training curricula and technologies, labs and machines have not been upgraded as per industry demand and are still being used due to the lack of funds or the slow process of the release of those funds. During a visit to one Institute, it was noticed that the necessary equipment was on-site but the Institute was unable to use it as it was being held by the National Accountability Bureau (NAB) for some reason.

Figure 2: Facilities at 20 Centers

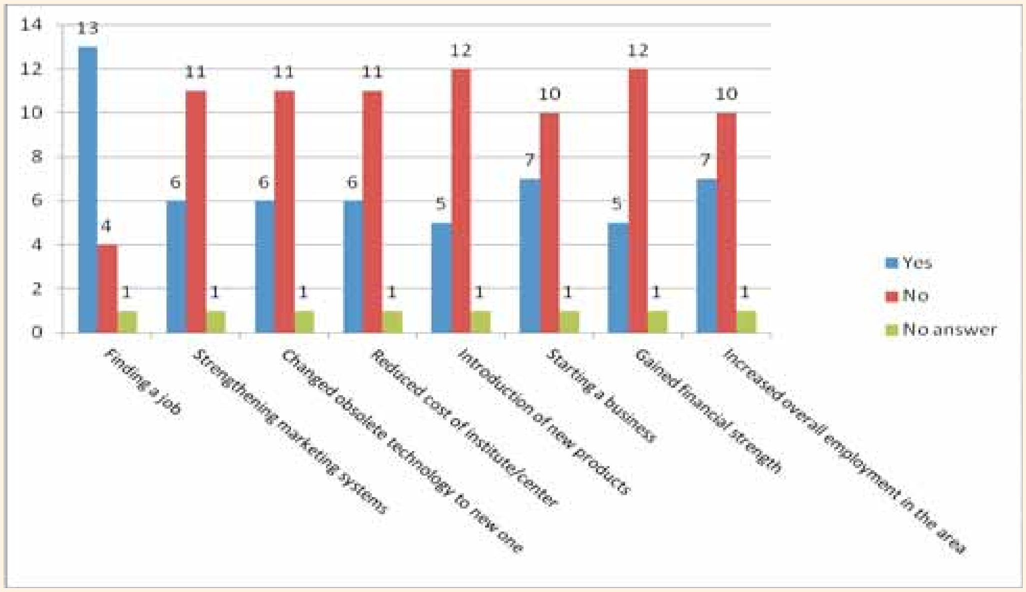


The Institutes with older and more established IMCs have better conditions due to the interventions of their IMCs. However, the absence of relevant research-based data on local industry and weak business relationships with employers has hindered affirmative plans and actions. A few Principals indicated during the follow-up meetings that their IMCs generate income by introducing short courses and renting out available space in order to improve the training facilities. The survey team asked the selected 18 TEVT Institutes about their plan to introduce new trades and skills training at their Centers. Only 32.5 % wanted to introduce new trades while 67 % said they had not made any plans for the Centers and 5.5 % had no answer. From within those which had made plans, the following trades were included: Computer Hardware, Shoe-Making, Electronics and Mobile Phone Repairing.

Occupational Guidance

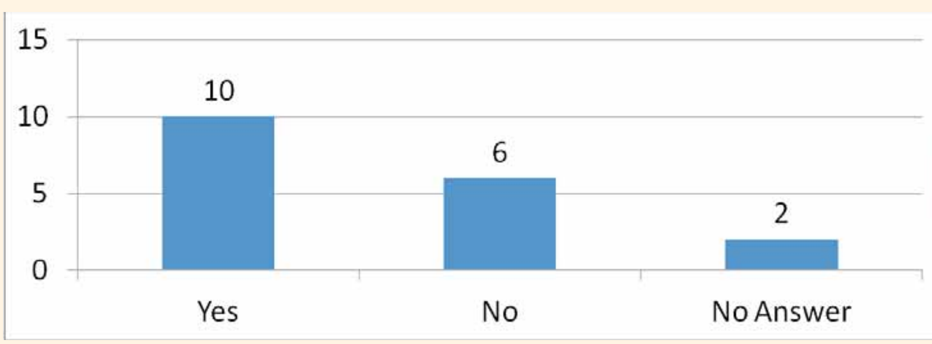
It was discerned that occupational guidance at TEVT institutes is currently informal in nature. In most cases, teachers or peers help other students in referrals as well as provide guidance for job search. A formal system of occupational guidance and job search has not yet been instituted and needs to be a formal and regular feature of institute operations so that guidance is not *ad hoc* and capricious.

Figure 3: Impact of Services



In responses to assessment about the impact of their services, 72% of the Institutes felt that they are helping students in finding jobs while 61% admitted that they had failed in strengthening market systems, replacing obsolete technologies and in reducing the costs of running their Centers. 67% responded they had failed to introduce new courses or to gain financial strength. 56% felt that their services have, so far, been unable to increase employment in the area or to support students in becoming self-employed.

Figure 4: Development



Curricula and Syllabus Development

The Principals shared that some attempts have been made to update the curricula with support from IMCs in self-financed courses. However, the curricula of courses offered at the Institutes called Govt. Programmes remain heavily focused on theoretical situations and traditional technologies. When asked about their plans for updating the curriculum of trades and technologies, 56% indicated that they had undertaken market research and/or assessments for initiating new courses while 33% have not conducted any research. 11% did not respond to the query. IMC members said that they do not have dedicated staff for research so have to request teachers to undertake research during their free time. Some Principals have had the opportunity to get relevant training in the past (conducted by the ILO) and were able to design appropriate tools that were used after their training. The focus of their research was to assess local market demands, based on which they were able to announce short courses under their IMCs. However, some respondents indicated that the programmes being offered at their Institutes were still not relevant to industry needs because of the lack of the required resources. This remains a major issue.

Marketing Strategy

As Figures 5 and 6 show, most of the Institutes do not have a proper marketing strategy for their programmes. The survey results show that only 17% regularly publish newsletters, technical profiles and the names of machines producers, suppliers and prices guides. Twenty eight percent said they publish manuals catalogues on technology, and 5.5% publish product catalogues. When asked about the medium of information dissemination, 22% have used television advertising, 56% have used newspapers, 17% have used newsletters and 28% used letters and marketed their programmes through other means such as fliers.

Figure 5: Publications disseminated to clients

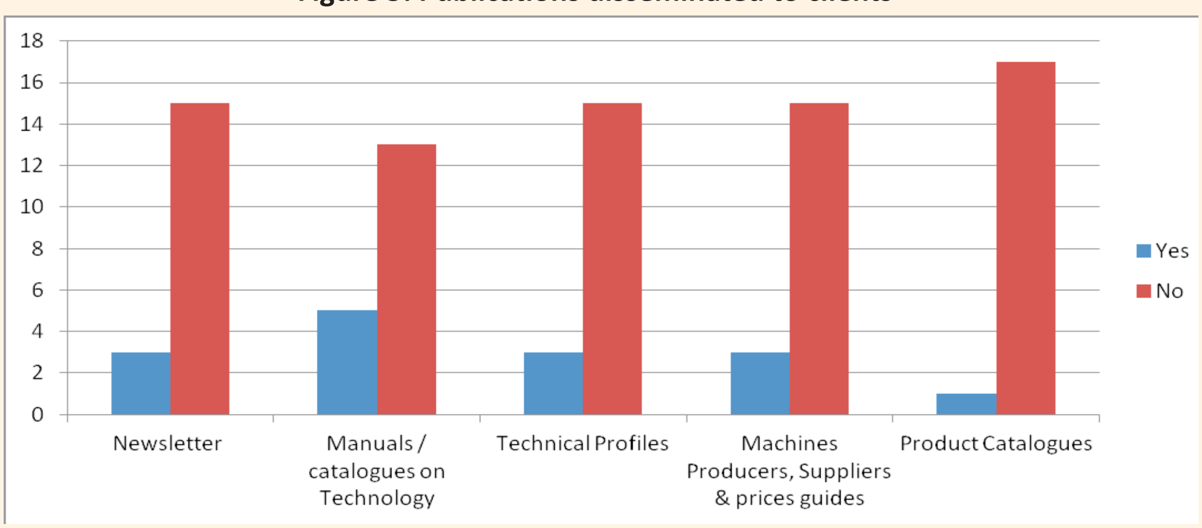
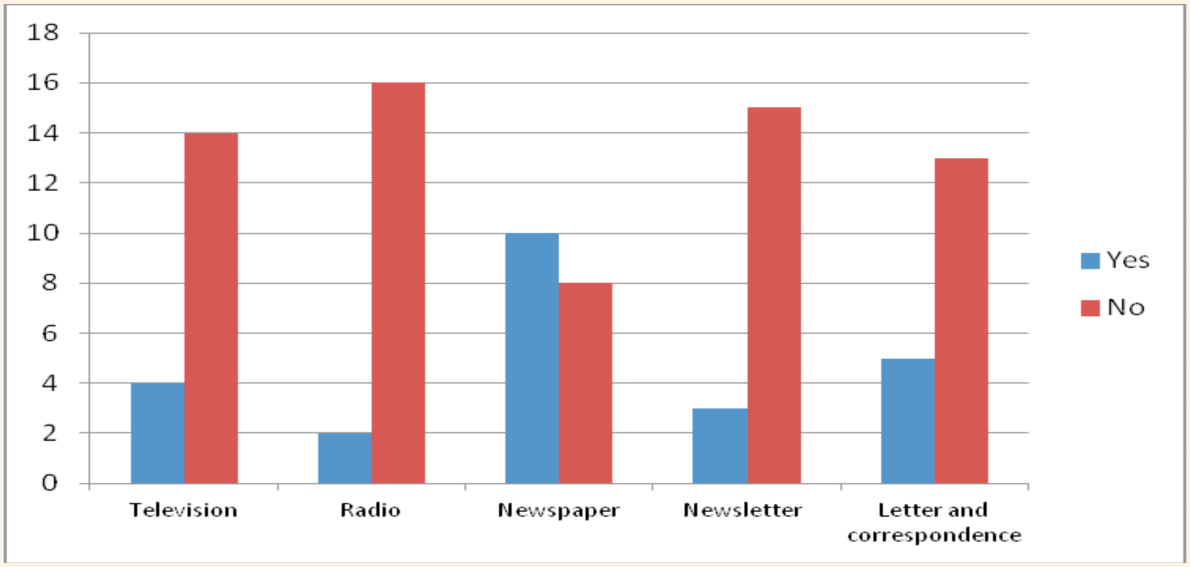


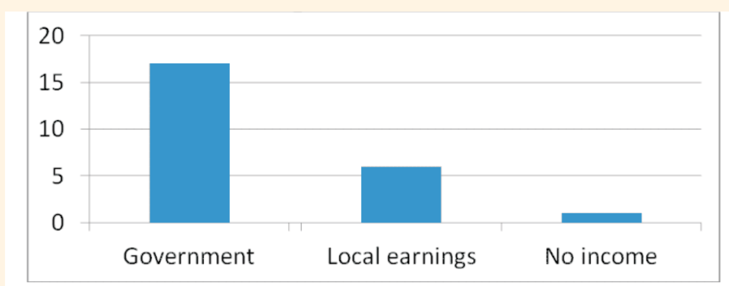
Figure 6: Media used for disseminating information



Sources of Funds

Some of the challenges identified by IMC members were: finding jobs for their graduates, building staff capacity, providing the latest tools and equipment, and maintenance and repair of equipment, which are all related to insufficient funds. When probed, it was evident that most Institutes depended on Government funds. However, 33% have other sources of local earning while one (meaning 5.5%) had no funding source at the moment.

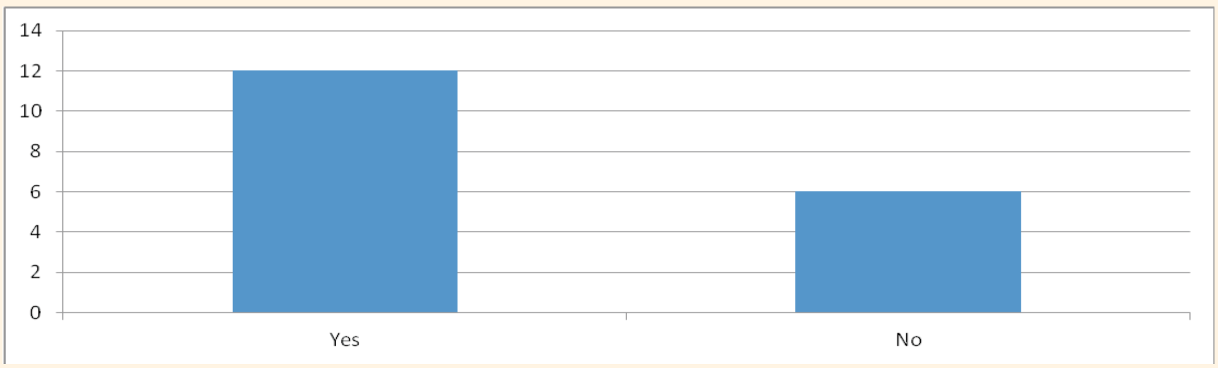
Figure 7: Sources of Income



Action Plans

Overall TEVT reforms have rarely been accompanied by the requisite changes in labour laws, improved salary structures, appropriate recruitment and selection criteria, human capital development strategies and the overarching reform in related social and political frameworks. It was found that Faculty hired decades ago has not been promoted and are still at the same grades: they expect to retire at the same grades. Of the selected 18 Institutes, 67% indicated that they do make action plans for the development of their Institutes while 33% do not engage in a formal planning process. Plans were prepared during an earlier ILO initiative but a great deal still needs to be done to improve those plans. To address this identified need, an Institute Development Plan was designed and the format was disseminated to the 18 TEVT Institutes during the capacity building workshops by ECDI (details shared below) in October 2012. Using this, Institutional Development plans are being developed and the Principals of the TEVT Institutes have been in contact with the consulting team to address any queries they might have while developing them. It is a time-intensive process and the Principals have to prepare drafts to discuss with their IMCs in the meetings (that are generally scheduled once a quarter at the Institutes) before finalizing them.

Figure 8: Action plan development



Capacity Needs

Figure 9: Capacity Building Needs for IMC Members

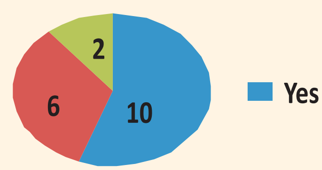
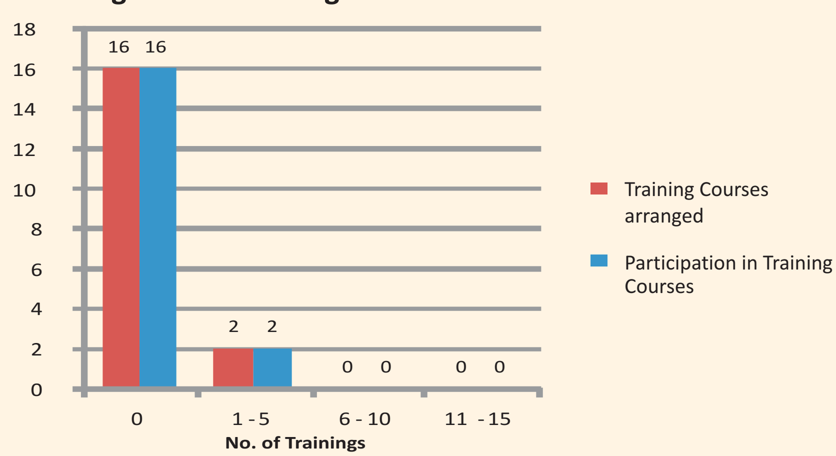


Figure 10: Training Courses held for IMC Members



To maximize the benefits of training and support, the IMCs need to take the time to plan and to ensure that they are equipped to carry out their responsibilities. Figure 9 indicates that 55% of the responses support the idea that IMC members need to build their capacities which would help them in effectively directing and supporting the Institutes.

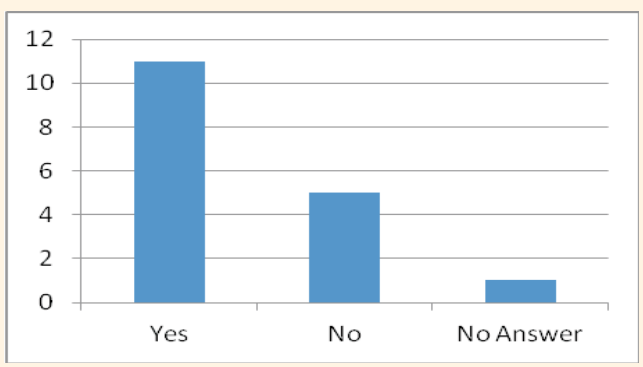
Figure 10 depicts the training opportunities that were ever provided to the IMC members. It shows that only 11% have had the chance to avail such an opportunity[3] whereas 89% never had the opportunity to access formal training and learning. Those who had attended a training course felt that the activities are not successfully implemented owing to the lack of appropriately qualified members with management skills.

IMC Performance

During data analysis, it was found that there seemed to be several problems with the Notification process. For example, in 5 of the 18 Institutes included in the study, one issue was the inclusion of industry members into the Committee by STEVTA, who may not be genuinely interested stakeholders and as such may be able to hinder the functioning of the Committees. In recently notified IMCs, representation on the Committee has been imposed. Further, 61% of the study respondents indicated that availability of IMC members from industry is a challenge while 28% felt otherwise and the rest had no comments.

Figure 11:

Attendance of IMC members from Industry



Another finding was that the successful implementation of programmes under IMCs would be constrained by the lack of required understanding and the readiness of recently notified IMCs to take up their role at the Institutes, as the Principals noted that most of the time their Chairpersons or members are either abroad or otherwise not available. 67% of respondents feel that the participation of IMC members is satisfactory whereas 11% feel that their participation is below the mark and 22% of respondents did not answer.

Considering the goals and objectives of the IMCs, it was noted that very few have taken initiatives that could improve the efficiency of the Institutes. Only 33% of the respondents agree or agree to some extent that their IMCs have played a role in facilitating improvements in the overall functions of the

3. No information about the type of training was available

Figure 12:

Assessment of Participation of IMC members in meetings

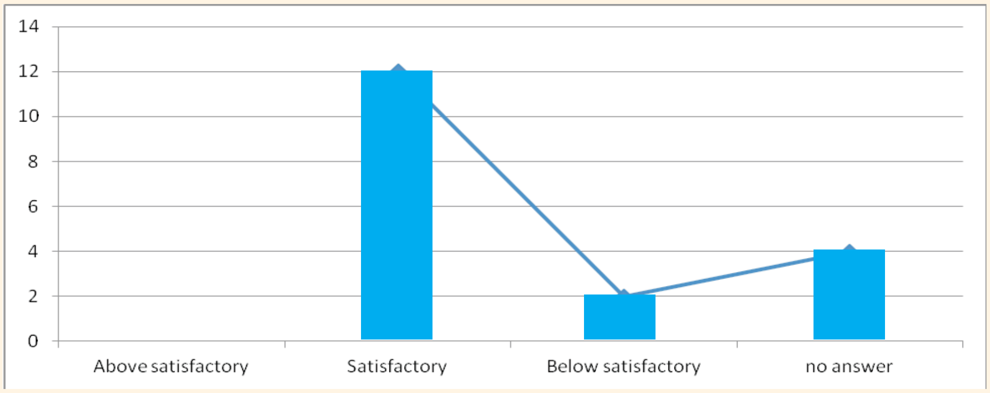
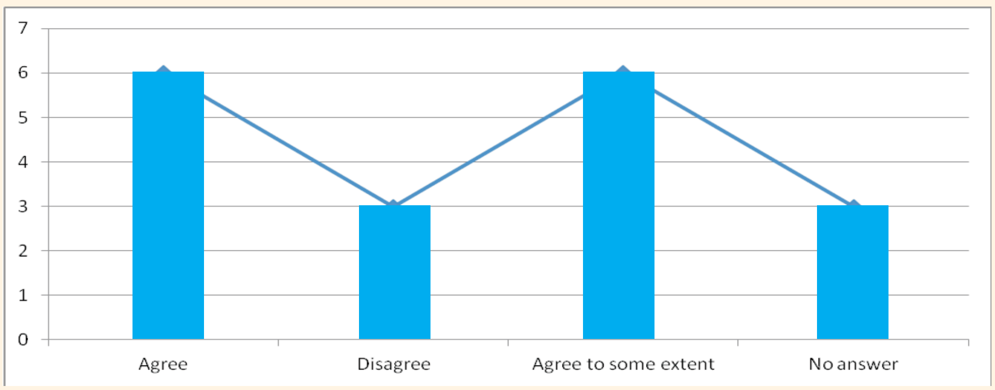


Figure 13:

Role of IMCs

Assessment of whether the IMCs are supportive

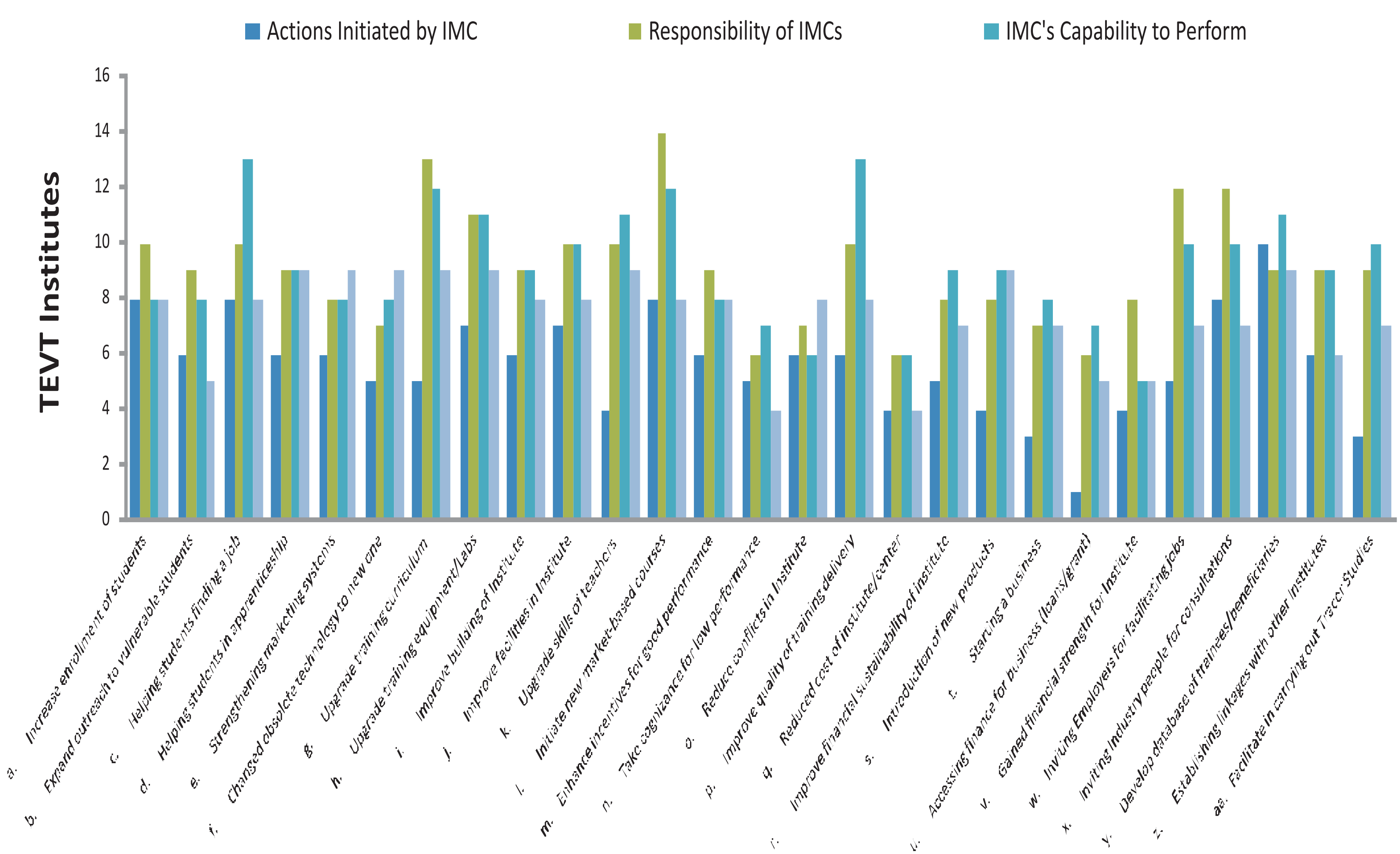


Institutes. Although they realize the importance of this and have the capacity to do better, the lack of commitment and continuity was the most critical determinant of successful planning and implementation.

In most cases, the Principals complained that IMC members were not supportive and consequently course coordinators and students remain reluctant to accept the changes made so far. Also some Short Courses that have been introduced are not feasible for finding jobs; the duration of courses was reduced without even realizing that it would result in an under-qualified and de-motivated workforce. Short courses in beautician skills, computer software, stitching and embroidery have been announced under the IMC in some Institutes where "One or Three year" diploma programmes were being offered, but these are not job market-oriented.

The research showed that only 31% of the IMCs have taken any kind of initiative to increase student enrollment, help students find jobs, initiate new courses, or invite industry personnel for consultations. The remainder had not implemented any innovative strategies. In response to the survey query regarding whether those activities should be done by the IMC or not, the response was equally weighted on both sides: with 51% in favor of IMCs taking on those responsibilities and 49% against it. Those in favour believed that their IMC was capable of taking on the mentioned actions while the rest believed otherwise. When asked to share views on whether IMCs need capacity development, 59% favored it while 41% felt it was not necessary.

Figure 14: IMC Performance in TEVT Institutes – comparative analysis

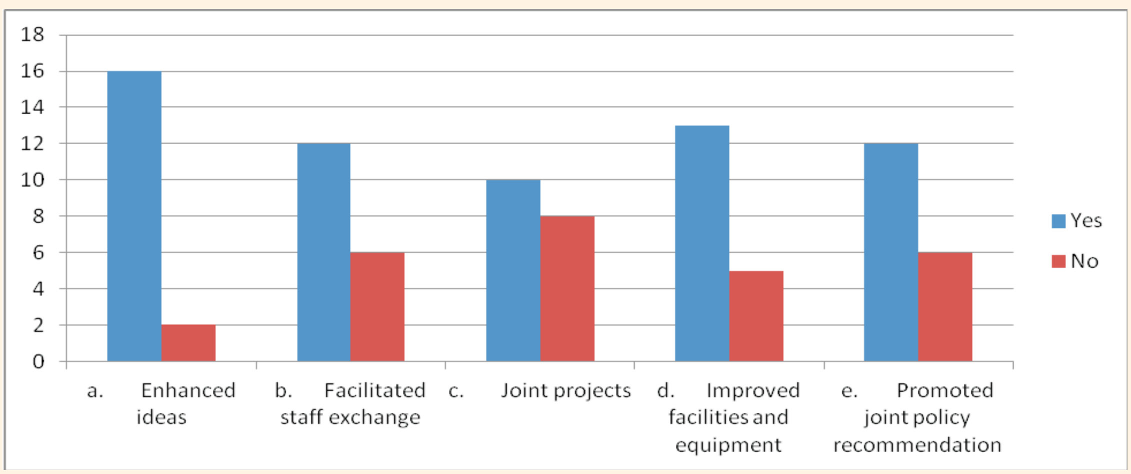


Collaboration with other Institutions/Centers

89% of the respondents felt that collaboration with other TEVT Institutes would give them enhanced ideas. 67% felt that this could lead to staff exchanges with other Institutes which is another potential benefit. 56% stated that these exchanges could identify joint projects and 72% felt this would enable them in sharing of facilities and equipment. 67% believed it would encourage the concept of joint policy recommendations.

Overall, the survey revealed that the potential of TEVT institutes has not yet been fully realised and they are not yet able to play their role in the social and economic development of the Province. Reform within the system, such as the institution of IMCs, has been slow to be implemented and has faced challenges related to approriate human development strategies, obsolete labs and machines, an absence of research-based data and weak business relationships with employers – all resulting in poor or no implementation of affirmative actions and plans.

Figure 15: Benefits of Collaboration



a. CONSULTATIVE MEETING WITH STAKEHOLDERS

During the research phase, it was identified that most of the IMCs were notified in the year 2011 and the old IMCs were following the draft Rules of Business of 1993-1994. The finalization of these Rules had been pending for a long time and in order to ensure ownership and participation of all stakeholders, it was felt that they should have a say in the document's finalization. Keeping this in mind and on recommendation from STEVTA, a consultative meeting for this purpose was arranged on 25 September 2012 in Karachi.

The key objective was to receive input from stakeholders from across Sindh on the draft RoB of 1993-1994 for the IMCs. The consultation was undertaken in collaboration with STEVTA and the ILO. The forum was used to share the existing RoB with all present and elicit feedback. More than 40 stakeholders participated in the session including Principals of TEVT Institutes, Chairpersons of active IMCs, STEVTA officials, technical experts, representatives from industry, the ILO and labor union representatives.

Following discussions, stakeholders highlighted the major challenges faced by IMCs under the draft RoB and that needed to be addressed as well as their suggestions for solutions:

1. Required activities under IMC were not possible with financial limitations, specifically for those IMCs which were notified recently and were not given any seed money by STEVTA to support their initiatives.
2. While senior officials may be supportive and extremely cooperative, coordination with those responsible for implementation was seen as a challenge by some.
3. Lack of a direct, continuous linkage between STEVTA and the IMC members and frequent changes of officials of STEVTA, affected the continuity of the programmes with RoB notified under the STEVTA Ordinance.
4. Preoccupation of IMC members, who have their own commitments, results in irregular attendance. Some Chairpersons of IMCs are often abroad on business trips which limits the efficiency of the Institutes.
5. Sudden staff transfers and postings in and out of the Institutes affect the Institutes as when the staff becomes familiar with work, they are either transferred or their contracts end: the contracts are not renewed and new staff is hired in their stead.
6. Even though the curriculum has been designed and updated in other Provinces to meet market demand, it was not approved in Sindh due to the lengthy documentation process and no outputs resulted.

Other issues highlighted by TEVT institutes were the lack of faculty, equipment, infrastructure and employment opportunities for the graduates. Industry representatives pointed to the lack of cooperation from the Government and outdated technologies being imparted to the trainees. Industry representatives also stressed that TEVT Institute graduates lacked the requisite skills, knowledge, attitudes and values to meet their needs. The low level of skills possessed by the new workforce was considered a risk to productivity. (The employers hire the workforce that has already gained experience from other jobs/ places).

The participants indictated that the IMCs Institutes' performance could improve only if the IMCs take an active role in enhancing the profile of the Centers/Institutes. They expected IMC support in: helping students find jobs or apprenticeships; improving facilities at the Institutes; upgrading the skills of teachers; providing links between industries and Institutes for jobs of graduates and introducing new trades and technologies. The Principals said that IMCs should be the managing body for dealing with the Institutes' affairs and must both schedule meetings more frequently and strictly implement plans. They suggested that for increasing the employment rate one member from industry and one from each relevant trade being offered at the Center be inducted into the IMC.

After the plenary session, the group held a brainstorming session on identifying possible solutions and considering how those could be incorporated into the RoB. They suggested that the RoB needed to be updated in such a way that it assisted the IMCs in managing training activities with a view to ensuring that training meets the skills needs of local industries. They also stressed the need to implement the RoB to assist the Institutes in their operations.

The following recommendations were made by the forum participants.

a) The IMC should be included in the overall planning, implementation, and evaluation stages of all matters relating to the Institutes.
b) Unreserved cooperation by officials and non-interference should be ensured, as the IMC takes initiatives for generation of funds for the TEVT Institutes while following the RoB.
c) Besides relevance and merit, selection needs to be based on the willingness and availability of persons from industry. A positive mindset and a pragmatic, cooperative approach should be requisite qualifications as well.
d) To avoid past practice, where political expediency rather than merit, was sometimes used for placement, while overlooking the Institutes' actual requirements, the IMC should be able to play a proactive role and to make the final decision for placement.
e) To ensure market oriented courses, changes should be need-based and swift. Under the broad RoB guidelines, the Institute must be permitted to propose and implement updates, subject to audit by independent, pre-approved experts from industry and academia.

Both Principals and Chairpersons suggested that an Association of IMC Chairpersons be formed for coordination at the provincial level. The management of these Associations should be held accountable for establishing close relationships with various sectors of the economy, namely agriculture, industry, services and commerce. The stakeholders also proposed that such forums should be arranged periodically, thereby enabling all stakeholders to meet and interact, resulting in the dissemination of current information and new ideas. This would enable them to share their resources and their learning with each other and would also contribute to developing a dynamic technical and vocational training system.

Decisions taken at the Stakeholders' Meeting

The following decisions were made regarding the finalization of the RoB:

- After incorporating the suggestions made in the session, the draft should be shared with all for feedback.
- A sub-committee representing the stakeholders should be constituted which will then finalize the RoB
- The finalized RoB should be submitted to STEVTA for endorsement.
- Once the RoB is approved by STEVTA and the relevant regulatory authorities, all IMCs should be notified to follow it.

Finalization of Rules of Business

Based on the recommendations made in the consultative meeting, a sub-committee of stakeholders was formed: it met on 10th October 2012. The agenda was to finalize the RoB to be submitted to STEVTA after incorporating the changes suggested by all the stakeholders including the recommendations made in the consultative meeting for giving IMCs autonomy at the Institute level (Annex 3).

Several changes suggested by the stakeholders' sub-committee were incorporated in the existing RoB pertaining to the IMCs' autonomy at the Institute level. To achieve and sustain real autonomy the following key proposals were made:

- Changes in the composition of IMC members to include technical experts from the TEVT institutes
- Government funding with an adequate endowment for the commencement of IMC initiatives
- Notification from the Government with legal binding for implementation of updated RoB to ensure uniformity across the Province
- Affiliation with an autonomous degree-awarding Institution after the requisite upgrading to provide the graduates an opportunity to enroll in higher studies.

The first three points were incorporated in the updated RoB. The last suggestion was not included as the Institutions which proposed them were in a minority. This updated version of the RoB has been sent to STEVTA and shared with all stakeholders for notification under the STEVTA Ordinance.

The current challenge for the IMCs in the context of successful management of the TEVT Institutes is to develop appropriate societal knowledge, technologies, skills, values and attitudes as well as new policy and financial commitments, congruent with, and cognizant of, local, regional and global opportunities and concerns. After reviewing the documents and receiving feedback from industry, gaps were still seen that ideally should be addressed. The consultants' teams proposed the suggestions shown below: these are not highlighted in the revised RoB and should be part of the "Institutional Development Plan" at the Institute level.

Suggestions for Institutional Development Plans

1. Curriculum Revamping

a) IMCs to revamp the curriculum of any trade in collaboration with STEVTA on the basis of industry needs.
b) IMCs to include new trades and discontinue obsolete trades by following simplified procedures (to be decided by STEVTA).

2. Trade Advisory Committees (TAC)

IMC may constitute a Trade Advisory Committee (TAC) for a group of trades or any other Committee to assist in various functions. The TAC should help the IMC in issues related to improving the effectiveness and relevance of training for a particular trade group. The TAC should have trade experts from Industry, concerned instructors and student representatives, amongst others. The exact composition may be decided by the IMC.

3. Capital Expenditure

a) IMC to remain involved in spelling out specifications for the procurement of equipment including accessories and measuring equipment. The proposals for procurement of equipment will be cleared by the IMC before orders are placed
b) The proposals of civil works (including additions and alterations in the existing building) to be cleared by the IMC in its Institutional Development Plan.
c) IMC to define procedures for disposing of unserviceable, obsolete or condemned items of the Institute.

4. Faculty and Staff Development

a) After probation the IMC may register their staff with Employees' Old-Age Benefits Institution (EOBI) and Sindh Employees' Social Security Institution (SESSI) for securing social/ financial benefits during and after jobs.
b) IMC to identify the training needs of all faculty and staff members based on Faculty Development Forms.
c) Detailed annual and quarterly training calendars, budgets and release of personnel for training programmes to be planned by the IMC, including the exchange of personnel between industry and the Institute.
d) At the time of staff recruitment by STEVTA, preference to be given to IMC experienced and efficient staff.

5. MIS System

IMC to introduce an MIS System for each TEVT Institute. Industry associations to provide the necessary inputs for creating such an MIS System.

Capacity Building

The consulting team conducted a five-day Capacity Building Workshop in Karachi for a group of 18 participants (Annex 5) from the selected IMCs. In order to enhance participant capacity, training workshops were conducted and the modules were shared with the ILO (Annex 6) based on the following themes:

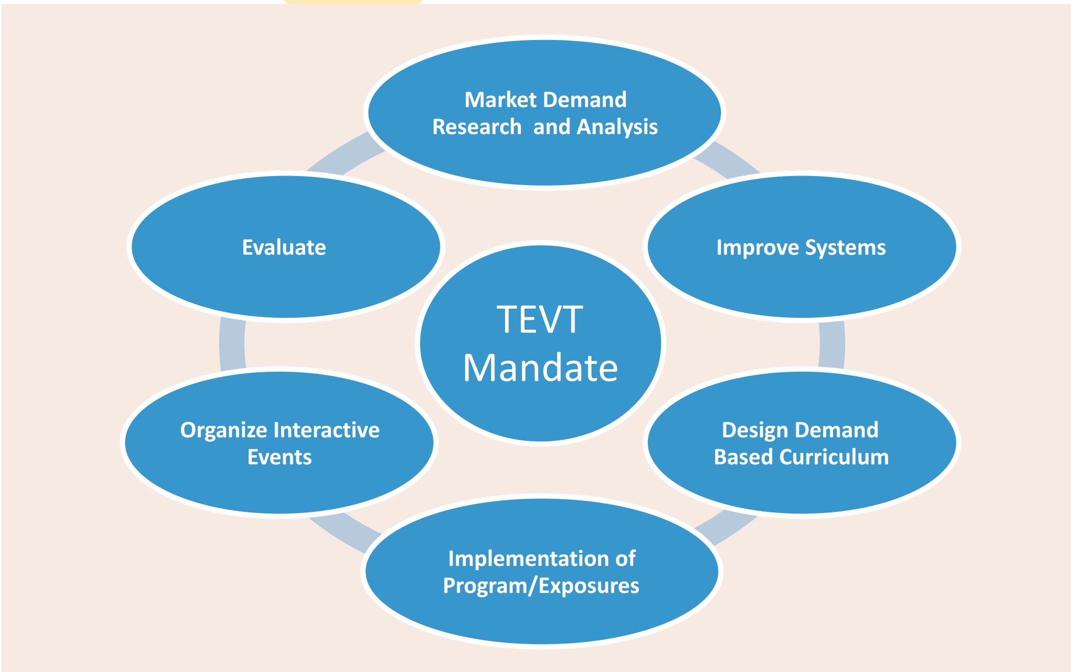
- Rules of business for IMCs
- Understanding an industry and institution linkage system and its benefits
- Developing strategy and implementation plans for an industry and institution linkage system
- Understanding and managing finances and effective utilization of resources under the IMCs.

The workshop outline and agenda are attached as Annex 6.

Proposed IMC Functioning

Recommendations

The working model that follows is being proposed to help IMCs address identified issues and to support the formulation of institutional development/action plans by the IMCs. As discussed in earlier sections, the highly competitive environment of industry today has resulted in greater focus by employers on increasing their productivity and they feel the need to incorporate the latest technologies in their work environments. They are also in dire need of qualified employees. Given this situation, TEVT Institutes under the IMCs could operate as outlined below:



- The identification of problems in the local area that are faced by industries and the discovery of ways to solve them could become real motivations for industries to hire qualified workforce members from the Institutes. For mutual benefit Institutions would design a programme that would include research with regular industry interaction before designing the curriculum. The process would include relevant exposures for staff and students to 'real-life' industry problems and would enable them carry out concerted research for the development of specific relevant skills.
- A key step would be to incorporate the learning from the research findings mentioned earlier as well as the suggestions made in the RoB, for required changes in the existing systems and to allocate resources for improvements.
- After the changes in the RoB are incorporated, the IMCs would be sufficiently confident to take up need-based programmes, and involve industry representatives in formulating the curriculum/teaching materials and practical learning systems by arranging productive platforms (i.e. forums, conferences, meetings, apprenticeships and internships) for industry-Institute interaction. This interaction will create a highly effective mechanism to generate

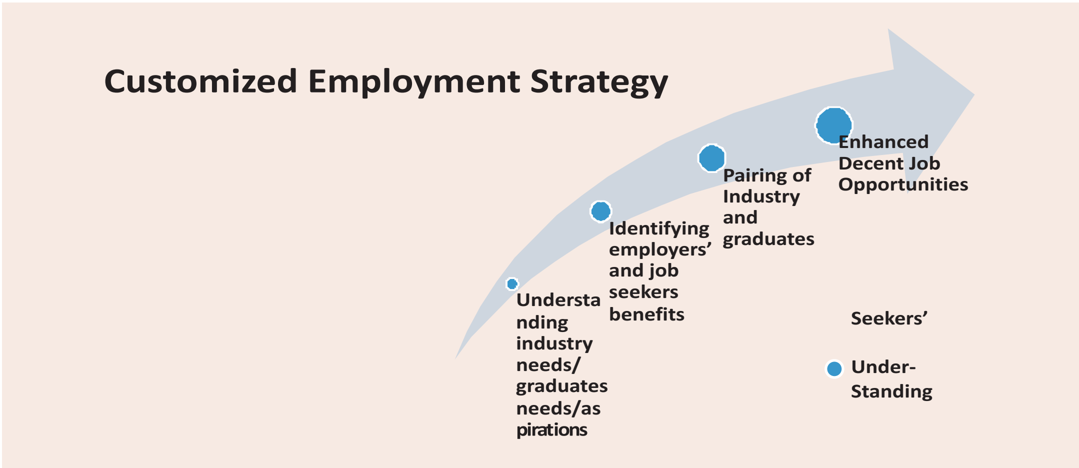
feedback based on employer demands and to design academically-sound and industry-oriented curricula.

- This will also result in exposing the future workforce to actual field work in real industrial environments and using equipment/operations that would provide ways to relate classroom theories with actual experience. Thus employment prospects should increase amongst students through deeper familiarity with existing industrial systems.
- Staff exchanges between industry and the Institutes is also being recommended for stronger relationships between the two. The acquisition of more diverse field experiences by technical teachers would also help in skills formation and facilitation in the learning processes.
- This Public-Private partnership, as a core part of industry Corporate Social Responsibility, would not only provide a new dimension in the current relationship, one in which risks and benefits could be shared, but would also benefit the Institutes/IMCs in developing human capital and high quality management systems.
- Once the implementation of the model begins, the activities of the TEVT Institutes would need to be monitored and evaluated under the Rules of Business. The lessons learned during the process will then need to be incorporated after verification from the market.

Career Services for Customized Employment

Considering the current employment status of Institute graduates, it is also recommended that the concept of career service for Customized Employment be piloted at some of the more advanced Institutes. These could include, for example, those where IMCs were established in the first phase of the project. This Customized Employment Strategy (CES) could be introduced in other Institutes of Sindh if it works well for those IMCs that select this strategy for piloting. The CES would work to try and find employment and create better relationships between employees and employers in ways that meet the needs of both. It would be based on the determination of strengths, needs and interests of job seekers, and the specific needs of the employer. It could also include employees' development (if feasible) through entrepreneurial/life skills development.

The principal characteristics and activities of the strategy would be:



- Identifying specific job requirements and employers' expectations that are to be negotiated with employers;
- Targeting job goals and linkages to negotiate based on the skills, needs, strengths, and interests of the employment seekers/Institute graduates;
- Understanding and meeting the unique needs of the employment-seeker such as gender and disability and the discrete needs of the employers; and
- Match-making for decent job opportunities.

It is recommended that while the proposed Career Service would largely be driven by which jobs are available, advertised, or easy to find, a key step to setting up such a structure would be creating space for Institute graduates, based on their strengths, without preconceived ideas of "work" or what is advertised or is typically available in the local job market. Then work can be explored based on the graduate's interests, skills, and strengths. In other words, employment situations would be sought that meet the needs and desires of the workers while simultaneously meeting the needs of employers, thus creating mutually beneficial employment relationships.

Conclusion

One of the key constraints holding the IMCs back was the fact that the RoBs were still in draft form and had several areas of concern which needed to be addressed. Once this was done through a participatory and consultative process, as described above, the revised RoB document was submitted to STEVTA for endorsement under the STEVTA Ordinance. The document explicitly includes all Rules of Business that would govern process development, implementation, monitoring and auditing. Once the final document is in place, the proposed working model suggests that programmes be developed and implemented as per the RoB with STEVTA (whose Directors are represented in the IMC) playing its role.

During the study period, capacity development of selected IMCs was an activity which generated very positive feedback and demands for further such initiatives. The 18 IMCs exposed to this training have already started developing Institute Development Plans (IDPs) and are still in contact with the consulting team for input and ideas as they put the final touches to these documents. At the time most of the other IMCs were not ready for such a training since many of them had recently been notified and still do not fully understand what this entails (as evidenced by their inability to either respond to or complete the survey tool). It is therefore proposed that all IMCs across Sindh be exposed first to basic awareness and orientation sessions, followed by needs-based capacity development activities. Once these are undertaken, the IMCs will primed to operate as they were originally envisaged under the standardized RoBs. Under these uniform operational guidelines, the IMCs can then be developed and can deliver context-specific programmes that cater to their local area needs and to the realities of their beneficiary base.

The proposed working model also aims to bridge the gaps identified during the consultative workshop - the key one being the need for close coordination between employers/industry and the Institutes. The placement units would enable both to work in a more cohesive, collaborative manner to initiate 'match-making' for graduate trainees. Overall the study findings show that the IMCs are at their inception stage in most cases and are unable to meet expectations. It has become crucial for TEVT Institutions to develop and maintain strong linkages and relationships with local industry and other employers to encourage the flow of information, resource-sharing and increased expertise for growth and improvement. The study clearly indicates that the situation demands increasingly genuine engagements and interactions between industry stakeholders and Institutes. Operationalization of an implementation model, as proposed above, is required to secure future skill needs and to ensure more and better jobs under public-private partnerships. While skill development strategies would be included as part of long-term processes of change, immediate collaboration between industry and government, education and training sectors could bring a positive change at a faster pace.

Critical recommendations for operational autonomy in the short run have already been made in the Technical Education Project documents as well as in the White Paper on Education. This study also proposes that STEVTA, as the authoritative umbrella body, ensures swift implementation of programmes by considering the proposed model and the Customized Employment Strategy proposed in this document

Annexure

Annex 1

TERMS OF REFERENCE

Strengthening "Industry-Institute Linkages (IIL) for TEVT Institutes"

Background

In order to achieve sustained economic and social development, remain globally competitive and be able to respond to changes in technology and work patterns, the Pakistan government has recently made skills development a political priority. This is one reason why the importance of skills features in several contemporary policies including draft policies on Employment, Education and the Economic Survey of Pakistan.

The need to reform the skills development system therefore, comes from a number of directions: the need to be competitive globally, to increase the efficiency of domestic industry, to support enhancement of foreign remittances, to provide employable skills to people in the context of a growing population and to ensure access to new career opportunities.

Sindh Technical Education and Vocational Training Authority (STEVTA)

Keeping in view the changing domestic and international labour requirements and in line with the scheme of reorganizing TEVT institutions adopted by other Provinces, the Government of Sindh established Sindh TEVTA to undertake and manage TEVT institutions in the province. In order to extend complete autonomy and effective management in the province, provincial level policy making has been entrusted to the STEVTA Board consisting of eminent professionals from the public and private sectors which include representatives from leading industries, universities etc. Sindh Cabinet in its meeting held on 28th February 2009 entrusted, the administrative control of all TEVT Institutions of the province to STEVTA.

Through an official communication, Sindh TEVTA has recently requested the ILO for technical and financial support in strengthening industry-institute linkages for TEVT Institutes.

Industry-Institution Linkages (IIL)

TEVT plays an important role in filling the gap between the general education system and the labour market. One key function is to provide people with opportunities to learn skills and knowledge that are required in the labour market that are not provided by the general educational system. For this reason, the nature of linkages between TEVT institutions and industries is critical in determining the outcome of vocational education and training. Close co-operation between TEVT institutions and industries is recognized as a key factor in the successful delivery of vocational education and training. However, in developing countries, links between employers and institutions have traditionally been weak.

There are different models of industry-institution linkages that exist internationally. These include: industry involvement in curriculum development and delivery and assessment; work placement and staff exchanges; information exchange on current practices; training of students; work experience and apprenticeships; study visits, financial and non-financial resource contributions; career guidance, counseling and placement support and management inputs. In some cases, linkages have extended to business incubation centres, and joint assessment and certification. These activities can positively influence the quality and relevance of TEVT and improve the use of skills in industry. The industry and institution linkage system is increasingly becoming the most important feature of TEVT in its orientation towards development of a workforce on the world of work.

SCOPE OF THE ASSIGNMENT

STEVTA has established Institute Management Committees (IMC) for almost 100 (out of total 240) TEVT Institutes across the province. However, as the performance and results of these IMCs has been below expectations, a national consultant will be engaged by the ILO to:

1. review existing role, capacity and performance of IMCs;
2. build the capacity of select IMCs; and
3. develop a strategy for STEVTA for replicate IMC capacity building at other TEVT Institutes.

The consultant will be required to work in close consultation with ILO Technical Specialist on Skills while undertaking this assignment.

SPECIFIC TORs AND METHODOLOGY

The national consultant will be responsible for the following:

i. select a sample of TEVT Institutes that have IMCs ;
ii. review the composition, constitution, role and performance of the IMCs;
iii. in line with the national/regional good practices, develop a module for training of IMCs to enable them to play their role effectively (this would include concepts and principles of IIL, different approaches and models of IIL);
iv. develop IIL key performance indicators (KPIs) for TEVT institutions and collect baseline data from the sample TEVT institutes;
v. conduct training for IMCs and develop an IIL action plan;
vi. provide follow-up support to select IMCs;
vii. review progress of sample TEVT Institutes towards benchmarked KPIs;
viii. document the whole process as an action research project; and
ix. upon successful implementation and completion of the phase and in line with its results, develop a strategy for STEVTA to replicate the same to other TEVT Institutes.

DELIVERABLES

1. Detailed work plan for the assignment;
2. Report on the review of IMC in select STEVTA Institutes;
3. Training module for IMCs;
4. IIL key performance indicators (KPIs);
5. Action plan for select STEVTA Institutes for establishing new industry-institute linkages and strengthening of existing linkages; and
6. Assignment completion report.

QUALIFICATIONS AND EXPERIENCE

- A Master's degree in Administration, Human Resource Management Sociology,
- Development Studies or another relevant field;
- At least 10 years' experience of conducting studies and capacity building programmes;
- At least 2-3 years experience working in TEVT sector;
- Fluency in English;
- High levels of computer literacy; and
- Excellent communication skills.

DURATION OF CONTRACT

35 working days spread over a period of five months
Start Date: 25 May 2012
End Date: 31 October 2012

ILO SUPERVISING AUTHORITY FOR THE ASSIGNMENT

The expert will be reporting directly to the Project Manager of the EET project

BUDGET

To be worked out by Consultant

Travel and daily sustenance allowance for Karachi will be paid as per UN rules and Regulations, in case the consultant is based in a city other than Karachi.

Airfare will be provided as per UN rules and Regulations for an economy class fare on the most direct route.

Annex 2

1993-1994 DRAFT RULES OF BUSINESS

RULES OF BUSINESS

INSTITUTE MANAGEMENT COMMITTEES (IMCs)

INSTITUTE MANAGEMENT COMMITTEES

The Institute Management Committee has been constituted to supervise and manage the Training Institutions with a view to ensuring that training is in accordance with the needs of local industry, the training programme is labour market demand related, cost effective and leads to employment or to the opportunity for further training by establishing strong links with industrial enterprises under Section_____________________ of the Sindh Technical Education and Vocational Training Authority Act – 2011.

RULES OF BUSINESS OF THE INSTITUTE MANAGEMENT COMMITTEES

(1) TITLE AND COMMENCEMENT

These rules shall be called Rule of Business and Financial Rules of IMCs constituted by the Sindh Technical Education and Vocational Training Authority.

These Rules shall be applicable to all IMCs constituted in respect of Institutions functioning under the administrative control of the Authority.

(2) DEFINITION

STEVTA	means	Sindh Technical Education and Vocational Training Authority (constituted under STEVTA Act – 2011).
IMC	means	Institute Management Committee (constituted under STEVTA Act –2011).
Chairperson	means	Chairperson of the IMC.
Secretary	means	Principal of the concerned Institute.
Member	means	Member of IMCs, Institutions.
Auditor	means	Auditor appointed to conduct annual audit of the accounts of IMCs.
Rules	means	Rules of business of IMCs approved by the STEVTA.
Funds	means	Funds of the IMC.
Government Funds	means	Provided by the Government to Institutions under various heads of Accounts.
Non-Government Funds	means	Any funds other than Government funds.
Bank	means	National Bank of Pakistan or any other scheduled bank approved by the STEVA.
DDO	means	Drawing and Disbursing Officer appointed by the Authority.
Income	means	All receipts, grants, profits, donations, fees, income generated, charges collected from trainees other than Government fee.
STTB	means	Sindh Trade Testing Board.
SBTE	means	Sindh Board of Technical Education.

(3) COMPOSITION OF COMMITTEE

The Institute Management Committee will generally be comprised of 8 – 10 members with 50% Employers' representatives including the Chairman, 20% Workers' and NGO representatives and 30% Government representatives.

i.	Employer from the local leading industry of the area, from among a panel suggested by Employers' Federation of Pakistan or local employers' association	**Chairman**
ii.	Representatives of the Employers including one woman to be nominated by Employers' Federation of Pakistan or Trade Bodies	**Members**
iii.	One representative of Workers nominated by the Trade Union	**Member**
iv.	One Representative from Regional Directorate of STEVTA and representative from local NGO / Training Organization.	**Member**
v.	Regional Manager / Manager, Employment Exchange of the area.	**Member**
vi.	Principal of the concerned Training Institution.	**Member / Secretary**

(4) TERMS OF OFFICE MEMBERS

The term of Office Members, including the Chairman of the Committee, other than Government representatives, shall be three years which may be extended for a further period of two years as recommended by the IMC and approved by STEVTA.
No member appointed by virtue of his/her office shall continue to be member if he/she ceases to hold that office.

Co-opted Members

The Chairperson may co-opt any person or expert for the purpose of advice on any issue or programme under consideration of the IMC.

(5) CASUAL VACANCY

Whenever a vacancy occurs in the membership of the Committee due to death, resignation and or removal, it shall be filled on the recommendation of the IMC and approval of STEVTA.

(6) FUNCTION OF INSTITUTE MANAGEMENT COMMITTEE

The Institute Management Committee will be responsible for the overall supervision and management of training activities in the Institutions and will take all measures necessary for carrying out its functions but not in contravention to Government Rules and Regulations.

i. Establish productive linkages with local industry.
ii. Enhance employment prospects of trainees though its linkages with local industry.
iii. Identify training needs of the local area/industry, and prepare and implement training programmes as per identified needs.
iv. Ensure optimal utilization of training facilities and resources of the Institution. This may include renting out or sub-contracting of training facilities and establishing training-cum-production/service units.
v. Addition and reduction of trades/technologies, prepare new or identify challenges in the existing skills standards/curriculum as per changing needs of local industry and labour market.
vi. Facilitate the placement of trainees in industry for on-job training and employment.
vii. Arrange vocational guidance and career counseling programmes to motivate the school leavers and trainees.
viii. Facilitate exposure of instructional staff to industry to update/upgrade their skills and knowledge about the latest technologies.
ix. Prepare the annual budget (Government) as per the needs of the Institution and approve expenses other than salaries and utilities.
x. Prepare the budget for non-Government funds including self finance and approval expenses.
xi. Evaluate and upgrade the training infrastructure and facilities in the Institution.
xii. Monitor the performance and progress of trainers and other staff and suggest improvements and incentives.
xiii. Report the activities/achievement on a quarterly basis and be accountable to STEVTA.
xiv. Any other activity programme(s) to strengthen training activities and the functioning of the Institution with the approval of STEVTA.
xv. Prepare and implement training programmes for those people already employed and support the informal sector *(ustad-shagird)* system by offering training to master(s) or trainees.

Note: Renting out/sub contracting of training facilities means to allow local industry / business to use those facilities for supporting their work, on payment basis, as per the SOPs prepared by the IMCs and approved by the STEVTA Board.

(7) PROCEDURE TO CONDUCT BUSINESS

- IMCs shall set their annual targets regarding activities/programmes to be conducted.
- IMCs shall identify the training needs of local industry/labour market; design and develop training contents in consultation with experts from the industry and arrange training in a flexible manner at the convenience of employers and learners.
- IMCs will charge for training, offering consultancy and other activities and will utilize the funds generated under the approval parameters/SOPs.
- IMCs will submit quarterly and annual programme and financial reports to STEVTA.
- IMCs may constitute sub-committees and contract out activities necessary for carrying out business and achieving established targets.

(8) CO-OPTED MEMBER

The Chairman may co-opt temporarily any person and expert for the purpose of advice or guidance on any issue being deliberated by the Institute Management Committee.

(9) REMOVAL OF THE MEMBER

The Authority on the recommendations of the Chairperson, may remove any member from membership of IMC if he or she has absented himself or herself from three consecutive meetings of the Committee or for any other genuine reason. The STEVTA may remove the Chairman on genuine grounds.

(10) PROCEDURE TO CONDUCT THE MEETING

i. The Committee shall meet at least once in 3 months.
ii. Meetings shall be called by the Member / Secretary (Principal of the Centre) of the Committee with the prior approval of Chairperson either in normal procedure or on the written request of not less than 25% of the total members of the Committee.
iii. The agenda of the meeting will be prepared by the Member / Secretary with the approval of the Chairperson, taking into consideration the suggestions, if any, received from any member of the Committee as well.
iv. The Member / Secretary shall serve a notice of the meeting upon the members along with its agenda and working papers at least 7 days before such meeting.
v. The quorum for a meeting of the Committee shall be half of the total numbers of members with at least one member from Employers.
vi. The meeting of the Committee shall be presided over by the Chairperson and in his or her absence by a person elected for the purpose by the members present from amongst themselves.
vii. The decision in the meeting of the Committee shall be by majority of votes of the members present at the meeting.
viii. Each member shall have one vote and in the event of equality of votes, the Chairperson shall have a casting vote.
ix. The Minutes of every meeting of the Committee shall be drawn up by the Member Secretary and approved by the Chairperson. A copy of the Minutes will invariably be sent to the Managing Director, STEVTA.

(11) FINANCIAL RULES

i) APPOINTMENT OF SUB COMMITTEE(S)

The Committee may appoint one or more sub committees as and when considered necessary to report on any specific problem or task to be carried out by the Committee.

ii) FUNDS OF IMC

a) Funds provided to IMC as seed money.

b) Income generated, grants, donation, consultancy, renting, sub-contracting facilities, fee and charges collected from trainees other than Government fee.

iii) ACCOUNTS AND PROCEDURE

a) The accounts shall be maintained in the National Bank of Pakistan or any scheduled bank approved by the Government of Pakistan.

b) The Committee shall maintain properly its accounts of receipt and expenditures and submit a reconciliation statement to STEVTA annually.

c) All sums payable to the IMC shall be deposited either directly with the bank of the IMC or sent to the Secretary by crossed cheques, bank drafts, postal orders or according to any arrangement approved from time to time.

d) All money received in the IMC office shall be acknowledged on the prescribed receipt.

e) The IMC may invest the funds in profitable schemes.

f) Payment will be made against a demand voucher.

g) A permanent advance up to an approved amount shall be placed at the disposal of the Member / Secretary with the approval of the IMC.

h) Payment shall made by cheque signed by the Chairperson and Secretary.

i) The cheque book shall be kept under lock and key in the personal custody of the Accountant. All the cheques in fresh cheque books shall be counted and a certificate to the effect shall be recorded by the Accountant.

j) When a cheque is cancelled, the fact of the cancellation shall be recorded by the Accountant on the counterfoil of the cheque and on the "Register of Cancelled Cheques".

k) Cancelled cheques shall be carefully preserved till the accounts for the period are audited.

l) If a cheque is lost or destroyed, the person shall give an intimation of the fact at once to the Bank, that it has been lost. A fresh cheque may be issued, after due confirmation of the lost cheque.

m) When any defalcation or loss of the IMCs' money or property is discovered an enquiry shall be initiated at once by the Secretary who shall move the Chairperson to bring the matter in the notice of the IMC. The Secretary shall also state the action taken in this regard.

n) The irrecoverable balance of the losses or embezzled money may be written off under the order of:

I)	Chairperson	if the cost does not exceed Rs.2,000/-
ii)	IMC	if the cost exceeds Rs.2,000/-

iv) PROCUREMENT PROCEDURE

All expenditures shall be incurred, as per procedure approved by the IMC.

v) SECURITY OF THE BILLS

a) Every claim against the IMC shall be pre-audited by the Accountant before payment.
b) The Accountant shall see that the rules and orders in force are observed in respect of all the transactions of the IMC.
c) If there is any difference in the interpretation of the rule or any other matter between the Accountant and the Secretary, the matter shall be referred to the Chairperson whose decision shall be the final.

vi) AUDIT

a) The accounts of the IMC shall be audited annually.
b) Audit shall be carried out by qualified professional / independent team of auditors (Chartered Accountants) appointed by IMC.
c) The IMC shall permit representatives of Auditor General of Pakistan to examine the IMC records, for the purpose of examination of accounts.
d) The Audit Report shall be sent to the STEVTA.

vii) STAFF OF THE IMC

The Chairperson, IMC may appoint staff as and when required on the basis of each activity / programme on a contract basis and looking to the financial position.

(12) ADMINISTRATIVE AND FINANCIAL POWERS

- The Committee shall be responsible for overall supervision and management of training activities in the institution and shall take all measures necessary for carrying out its function but not in contravention to Government Rules and Regulations.
- The Chairperson and Secretary of the Committee will exercise financial powers to meet expenditures connected the activities / programmes of the Committee as per approved powers.
- Awarding contract / consultancies for any work with fulfilling codal formalities out of non-government funds.
- Nomination of Instructional Staff for training.
- Monitor and evaluate the performance of trainers and report to the Competent Authority for appropriate action.
- Approval of expenses other than salaries and utilities for Government funds and all expenses for non-Government funds provided if available in the Institution account.
- Authorities competent to sanction expenditures out of non-Government funds are specified at Annex 1.

(13) ACCOUNTABILITY

The IMC is accountable to STEVTA. The Chairperson of IMC will submit complete report of activities including all respects of utilization of training facilities and training effectiveness and Financial Aspects. IMC shall send quarterly activity report including expenditures to STEVTA.

Annex 3

INSTITUTE MANAGEMENT COMMITTEES (IMCs)

OR

CENTER MANAGEMENT COMMITTEES (CMCs)

INSTITUTE MANAGEMENT COMMITTEES

Institute Management Committees have been constituted to supervise and manage the TEVT institutions with a view to ensure training is in accordance with the needs of local and foreign industry. The TEVT programmes must be demand driven, cost effective and should lead to employment or further enhancement of skills, by establishing linkages with industrial enterprises on a Public Private Partnership model.

RULES OF BUSINESS OF THE INSTITUTE MANAGEMENT COMMITTEES

(1) TITLE AND COMMENCEMENT

a) These rules shall be called Rules of Business (RoB) of IMCs constituted by Sindh Technical Education and Vocational Training Authority (STEVTA) to manage, monitor and evaluate all the TEVT institutions.

b) These rules shall be commenced from the date specified in the Gazette notification issued by the Provincial Government.

(2) DEFINITION

Auditor	means and includes	Auditor appointed by the IMC to conduct annual or any other audit of the IMC accounts.
Bank	means and includes	National Bank of Pakistan or any other scheduled bank as approved by the IMC.
Chairperson	means and includes	Chairperson of the IMC.
D.D.O.	means and includes	Drawing and Disbursing Officer appointed by STEVTA .
Funds	means and includes	Funds of the IMC.
Government Funds	means and includes	Funds provided by the Government to the institution.
IMC	means and includes	Institute Management Committee (constituted under Notification of the STEVTA Act –2011).
Income	means and includes	All grants, profits, donations, fees and any other amount received by IMC.
Member	means and includes	Member of IMC.
Member Secretary	means and includes	Principal of the Institute.
NGO	means and includes	Non-Governmental Organization duly registered with the Government.
Non-Government Funds	means and includes	Any funds other than the Government funds.
RoB	means and includes	Rules of Business of IMCs approved by STEVTA and notified by the provincial government.
SBTE	means and includes	Sindh Board of Technical Education.
STEVTA	means and includes	Sindh Technical Education and Vocational Training Authority (constituted under STEVTA Act – 2011).
STTB	means and includes	Sindh Trade Testing Board.
TEVT	means and includes	Technical Education and Vocational Training

(3) COMPOSITION OF COMMITTEE

The Institute Management Committee shall comprise of 5 to 10 members (including its Chairperson and the Secretary) of which 50% will be Employers, representatives including its Chairperson; 10% Workers representatives / reputable NGO representatives and 40% Government representatives including Principal as Secretary as prescribed below.

i. The Chairperson shall be nominated from the local leading industry of the area from among a panel suggested by the Employers' Federation of Pakistan or local employer association **Chairperson**
ii. Representatives of the relevant Employers preferably including a Woman to be nominated by Employers' Federation of Pakistan or local employer association **Members**
iii. Representatives of Workers nominated by the accredited Trade Union or from amongst the workers of the local industry **Member**
iv. Nominations from local accredited NGO/ Training Organization. **Member**
v. Representatives from Regional Directorate of STEVTA **Member**
vi. Regional Manager/ Manager, Employment Exchange of the area. **Member**
vii. Principal of the concerned TEVT Institution. **Member Secretary**

(4) TERM OF OFFICE OF THE MEMBERS

The term of Office of the IMC shall be three years which may be extended for a further period of two years by STEVTA.

No member appointed by virtue of his/ her office shall continue to be member if he/she ceases to hold that office.

APPOINTMENT OF SUB COMMITTEE

The IMC may appoint one or more sub committees as and when considered necessary to report on any specific problem or task to be carried out by the Committee.

REMOVAL OF THE MEMBER

a) STEVTA may remove Chairperson or any other member of the IMC subject to recommendation of the IMC with two thirds majority.
b) STEVTA, on the recommendations of the IMC, may remove any member from membership of IMC if he/she has absented himself/herself from three consecutive meetings of the Committee without information.
c) STEVTA may remove a Chairperson or any other member of IMC on misconduct after serving show cause notice and applying its mind.

CO-OPTED MEMBERS

a) The IMC may co-opt any person against the vacant position (e.g. Worker Representative by Worker Representative or Employer Representative by Employer Representative) for the remaining tenure of the IMC in the event of any casual vacancy (e.g. death, resignation, removal etc.).
b) The IMC may invite any expert for the purpose of advice on any special matter/programme under consideration of the IMC. The person so invited shall not be eligible to vote in the committee.

(5) FUNCTIONS OF INSTITUTE MANAGEMENT COMMITTEE

The Institute Management Committee will be responsible for overall supervision and management of training activities in the TEVT institutions and take all measures necessary for carrying out its functions but not in contravention to Government Rules and Regulations.

i. Establish linkages with industry and employers and enhance employment prospects of trainees.
ii. Identify, prepare and implement demand driven training programmes for the industry.
iii. Ensure optimal utilization of facilities and resources of the institution. This may include renting out or sub-contracting of facilities and establishing training-cum-production / service units.
iv. Addition and deletion of trades and technologies as per emerging needs of industry and the labour market.
v. Facilitate placement of trainees in the industry for internship, on-the-job training or employment.
vi. Arrange vocational guidance and career counseling to motivate school or college students for TEVT.
vii. Facilitate exposure of academic staff to industry to update their skills and knowledge.
viii. Make recommendations for annual budget (Government funds) as per needs of the institution and approve expenditure other than salaries.
ix. Prepare budget for non-Government funds including self generated funds.
x. Evaluate and upgrade training infrastructure and facilities in the institution.
xi. Monitor and evaluate the performance of the trainers, other staff and suggest improvements and incentive for better performance.
xii. Reporting activities and achievements of the institute on quarterly basis to STEVTA.
xiii. Initiate other than the existing activity or programme to strengthen functioning of the institution.
xiv. Prepare and implement TEVT programme for lifelong learning of existing workforce.
xv. Support informal sector by offering training to the master trainers for their employees (ustad-shagird system).

Note: Renting out / sub contracting of facilities mean to allow local industry/ business or recognized bodies to use institutional facilities for improving income and supprting training needs on payment basis as per SOPs prepared by IMC.

(6) PROCEDURE TO CONDUCT BUSINESS

- IMC shall set their annual targets regarding institutional activities and programmes.
- IMCs shall identify training needs of local industry / labour market to design and develop training contents in consultation with experts from the industry and arrange training in a flexible manner at the convenience of employers and learners.
- IMCs may charge for training, consultancy and other activities and will utilize the funds so generated with the approval of the IMC.
- IMCs will submit quarterly and annual programme and financial reports to STEVTA.
- IMCs may constitute sub-committees and outsource activities necessary for carrying out business and discharging its functions.

(7) PROCEDURE TO CONDUCT THE MEETING

I. The Committee shall meet at least once in 3 months.
ii. Meeting shall be called by the Member Secretary of the Committee with the prior approval of Chairperson at a convenient date and place. The meeting shall also be convened at the written request of 25% of the total members of the Committee within 10-15 days of such a requisition.
iii. The agenda of the meeting shall be prepared by Member Secretary with the approval of the Chairperson taking into consideration the suggestion received, if any, from any member of the Committee.
iv. The Member Secretary shall send prior information of the meeting to all the members and STEVTA along with its agenda and working papers together with the minutes of the last meeting at least 7 days prior to such meeting.
v. The quorum for the meeting shall be 50% of the total numbers of the committee with at least one member from Employers.
vi. The meeting of the Committee shall be presided over by the Chairperson and in his/ her absence, a person duly elected by the majority of members present; from amongst themselves.
vii. All decisions in the meeting shall be by majority votes of the members present.
viii. Each member shall have one vote and in the event of tie, the Chairperson shall have the second casting vote.
ix. The minutes of every meeting shall be drawn up by Member Secretary duly approved by the Chairperson.

(8) FINANCIAL RULES

i) FUNDS OF IMC

Funds may consist of the following:

c) Funds provided to IMC as seed money (initial grant).
d) Grants, donation, fees, rental or other income.

ii) ACCOUNTS AND PROCEDURE

a) The bank accounts shall be maintained in the National Bank of Pakistan or any other scheduled bank as approved by IMC.
b) The Committee shall maintain properly its accounts in respect of receipts and expenditures and submit reconciliation statement to STEVTA each year with closing of account on 30th of June.
c) All cash received in favor of IMC shall be deposited immediately in the bank.
d) All the crossed cheques, bank drafts, postal orders etc. in favor of the IMC shall be deposited with the bank by the Accounts Officer of the IMC
e) All monies received in the IMC office shall be acknowledged on the prescribed receipt duly signed and stamped by the authorized person.
f) IMC may invest its surplus funds in government securities without prejudice to the activities of the Institute.
g) All payments from the IMC account will be made against a bill or debit voucher.
h) A petty cash advance (not exceeding Rs. 10,000) shall be placed at the disposal of Member Secretary with the approval of the IMC to be known as imprest advance.
i) All payments shall be made by a cheque signed by the Chairperson and Secretary or more, as decided by the IMC.
j) Proper payment vouchers will be prepared by Account Officer, and approved by Member Secretary and Chairperson.
k) The cheque book shall be kept under lock and key in the personal custody of the Account Officer of the IMC. All the fresh cheque books shall be counted and a certificate to this effect shall be recorded by the Account Officer.
l) When a cheque is cancelled, the fact of the cancellation shall be recorded by the Account Officer on the counterfoil of the cheque and on the "Register of Cancelled Cheques".
m) Cancelled cheques shall be carefully retained till the accounts for the period are audited.
n) If a cheque is lost or destroyed, the Member Secretary shall send an intimation of the fact at once to the Bank. A fresh cheque may be issued, after due confirmation of the lost cheque from the bank.
o) When any defalcation or loss of the IMCs money or property is discovered, an enquiry shall be initiated at once by the Chairperson. The Chairperson will apprise the other members of the incident in the following meeting.
p) The irrecoverable balance or embezzled money may be written off with the written permission of:

i) Chairperson if the amount does not exceed Rs.2,000/-
ii) IMC if the amount exceeds Rs.2,000/-

iii) PROCUREMENT PROCEDURE

All expenditures related to procurement shall be incurred, as per procedure approved by the IMC.

iv) SECURITY OF THE BILLS

d) Every claim against the IMC shall be pre-audited by the Account Officer before payment.
e) The Account Officer shall ensure that the rules and procedures are fully observed in respect of all monetary transactions of the IMC.
f) If there is any difference in the interpretation of the rules or any other matter between the Account Officer and Member Secretary, the matter shall be referred to the Chairperson, whose decision shall be final.

v) AUDIT

e) The account of the IMC shall be audited by a Chartered Accountant firm approved by IMC annually. The fees payable shall be approved by the IMC.
f) The IMC may also appoint a Chartered Accountant to audit any special project/ venture on the agreed fees.
g) The annual Audit Report shall be sent to the STEVTA.

vii) STAFF OF THE IMC

The Chairperson of the IMC may appoint staff as and when required on the basis of each activity/ programme on contract basis and keeping in view the financial position of the IMC.

(9) ADMINISTRATIVE AND FINANCIAL POWERS

- The Chairperson and Secretary of the Committee will exercise financial powers to meet expenditures connected with the activities/ programmes of the Committee as per powers approved by IMC.
- From non-government funds, the IMC can award contract/ consultancies for any specialized work, fulfilling codal formalities.
- Nomination of Staff for training and making payments for related expenditures.
- Monitor and evaluate the performance of government staff and recommend to Competent Authority (STEVTA) for appropriate action.
- Authorities (IMC members) competent to sanction expenditures out of IMC funds are specified at Annexure 'A'.

?

(10) ACCOUNTABILITY

The IMC is accountable to the STEVTA Board and the Chairperson of the IMC will submit a report on a quarterly basis including the utilization of training facilities, training effectiveness, and financial aspects.

FINANCIAL POWER ALLOCATED BY THE INSTITUTE MANAGEMENT COMMITTEE

Head of Expenditures	Sanctioning Authority	Extent
Re-appropriation of IMC funds	I.M.C	Full powers
Utility Bills		
(a) Electricity	Secretary	-do-
(b) Telephone and Trunk calls	-do-	-do-
(c) Water Charges	-do-	-do-
Postage/Courier/Fax Charges	-do-	-do-
P.O.L Charges	-do-	Upto 150 km per month
Publicity and Advertisement Charges	-do-	As per actual
Purchase of Durable Goods		
(a) Furniture/ Equipment	Secretary	Rs. 20 000 per annum
	Chairperson	Rs. 20 0000
(b) Furniture / Equipment	I.M.C	Full powers
(c) Vehicle	I.M.C	Full powers
Repair and Maintenance of Durable Goods		
(a) Furniture and Fixture	Secretary	Rs. 10 000/= per annum
	Chairperson	Rs. 50 000/-
(b) Equipment	Secretary	Rs. 10 000/= per annum
	Chairperson	Rs. 50000/-
(c) Vehicle	Secretary	Rs. 10 000/= per annum
	Chairperson	Rs. 50 000/-

Annex 4

QUESTIONNAIRE
FOR
ASSESSING THE ROLE, CAPACITY AND PERFORMANCE OF I.M.Cs

PART-A

Institute Information

1. Type of Institute/Center ________________________________
2. Name of Institute/Center ________________________________
3. Address: ________________________________
4. Date Established ________________________________
5. Existing facilities < Telephone ☐ Telex ☐ Fax ☐ E-mail
   ☐ Multimedia ☐ Computer ☐ Internet ☐ Photocopier
   ☐ Others ____________________
6. Geographical area ☐ Urban ☐ Rural ☐ Both
7. Target Group ☐ Men ☐ Women ☐ Both
8. Total number of clients last year ________Men________ Women
9. Services

Training	Trade	Duration	For Men or Women	Class/Batch size	Total persons trained so far

10. Please give details of existing equipment (trade wise) at your Center/Institute.

____

____

11. Is there any plan for introducing new trades in the near future at your Center?

____

____

?12. What is the general age group of your beneficiaries:

Age group **Men (%)** **Women (%)**

Less than 15 years	_______	_______
16-18 years	_______	_______
19-24 years	_______	_______
25-30 years	_______	_______
Above 30 years	_______	_______

13. Has any market research/market assessments been conducted for initiating new technical courses at your center? ☐ Yes ☐ No

14. What impact did your services have so far?
    - I. Finding a job ☐ Yes ☐ No
    - ii. Strengthening marketing systems ☐ Yes ☐ No
    - iii. Changed obsolete technology to new one ☐ Yes ☐ No
    - iv. Reduced cost of Institute/Center ☐ Yes ☐ No
    - v. Introduction of new products ☐ Yes ☐ No
    - vi. Starting a business ☐ Yes ☐ No
    - vii. Gained financial strength ☐ Yes ☐ No
    - viii. Increased overall employment in the area ☐ Yes ☐ No
    - ix. Others, please specify ___________________________________

15. For credit and finance assistance, what type of credit do you provide:
    - a. Cash Grants ☐ Yes ☐ No
    - b. Fixed Capital ☐ Yes ☐ No
    - c. Working capital loan ☐ Yes ☐ No

16. What other support mechanisms are available at your Institute/Center?
    - a. Job Search Assistance ☐ Yes ☐ No
    - b. Job Fairs Participation ☐ Yes ☐ No
    - c. Entrepreneurship Development Course ☐ Yes ☐ No

17. Which of the following kinds of assistance do you provide to your clients?
    - a. Linkage with employers ☐ Yes ☐ No
    - b. Personal development for self-employment ☐ Yes ☐ No
    - c. Product catalogues, profiles, brochures etc. ☐ Yes ☐ No
    - d. Directories for potential buyers/ employers ☐ Yes ☐ No
    - e. Trade Fairs, exhibitions, displays organized ☐ Yes ☐ No
    - f. Finding Job Advice ☐ Yes ☐ No
    - g. Linkage with local buyers ☐ Yes ☐ No
    - h. Linkage with sub-contractors ☐ Yes ☐ No

18. Which of the following kinds of technology assistance do you provide?

a.	Pilot production	☐ Yes	☐ No
b.	Prototypes making	☐ Yes	☐ No
c.	Product/process adaptations	☐ Yes	☐ No

19. Which of the following publications do you regularly disseminate to your clients?

a.	Newsletter	☐ Yes	☐ No
b.	Manuals / catalogues on technology	☐ Yes	☐ No
c.	Technical Profiles	☐ Yes	☐ No
d.	Machines producers, suppliers and prices guides	☐ Yes	☐ No
e.	Product Catalogues	☐ Yes	☐ No
f.	Others, (specify)		

20. Which of the following do you use primarily for information dissemination?

a.	Television	☐ Yes	☐ No
b.	Radio	☐ Yes	☐ No
c.	Newspaper	☐ Yes	☐ No
d.	Newsletter	☐ Yes	☐ No
e.	Letter and correspondence	☐ Yes	☐ No
f.	Others (specify)		

21. What language do you mainly work with?

a.	Urdu	☐ Yes	☐ No
b.	Sindhi	☐ Yes	☐ No
c.	Bilingual (Urdu and English)	☐ Yes	☐ No
d.	Others, specify		

22. How many of your personnel directly perform the following tasks?

a.	General administration and management	Men ______	Women _______
b.	Technology training	Men ______	Women _______
c.	Advisory	Men ______	Women _______

23. Type of contract for personnel

a.	Full time	Men ______	Women _______
b.	Part time	Men ______	Women _______

24. What are main sources of income for the institute (give percentages only)?

a. Government ________ %
b. Foreign Grants ________ %
c. Local earnings ________ %
d. Please give details ________________

PART-B

Information regarding Institute Management Committee (IMC)

1. Is there an Institute/Center Management Committee (IMC) established? ☐ Yes ☐ No
2. When was it notified? ______________________________
3. Is availability of members from business and relevant industry for IMC a challenge? ☐ Yes ☐ No
4. What is composition of IMC?
   a. Employers _______ Men _______ Women
   b. NGO reps _______ Men _______ Women
   c. S-TEVTA reps _______ Men _______ Women
   d. Total _______ Men _______ Women
5. How many meetings have you arranged for IMCs? ______________
6. How many meetings have actually taken place? ______________
7. How many members generally participate in IMC meetings? _____ out of _____
8. As per Rules of Business, what are the bottlenecks in replacing an inactive or a retiring member of IMC?

____

____

9. How do you rate participation of IMC members in meetings?
   ☐ Above satisfactory ☐ Satisfactory ☐ Below satisfactory
10. Is capacity building required for the Committee members for dealing with the affairs of IMC? ☐ Yes ☐ No
11. How many training courses organized for IMC members? ______________
12. How many IMC members participated in training course? _____ out of _____
13. Has IMC developed any Action Plan for supporting the Institute? ☐ Yes ☐ No
14. Which of the following actions IMC has started in your institute?
   a. Increase enrollment of students ☐ Yes ☐ No
   b. Expand outreach to vulnerable students ☐ Yes ☐ No
   c. Helping students finding a job ☐ Yes ☐ No
   d. Helping students in apprenticeship ☐ Yes ☐ No
   e. Strengthening marketing systems ☐ Yes ☐ No
   f. Changed obsolete technology to new one ☐ Yes ☐ No
   g. Upgrade training curriculum ☐ Yes ☐ No
   h. Upgrade training equipment/Labs ☐ Yes ☐ No

i. Improve building of Institute ☐ Yes ☐ No
j. Improve facilities in Institute ☐ Yes ☐ No
k. Upgrade skills of teachers ☐ Yes ☐ No
l. Initiate new market-based courses ☐ Yes ☐ No
m. Enhance incentives for good performance ☐ Yes ☐ No
n. Take cognizance for low performance ☐ Yes ☐ No
o. Reduce conflicts in Institute ☐ Yes ☐ No
p. Improve quality of training delivery ☐ Yes ☐ No
q. Reduced cost of institute/center ☐ Yes ☐ No
r. Improve financial sustainability of institute ☐ Yes ☐ No
s. Introduction of new products ☐ Yes ☐ No
t. Starting a business ☐ Yes ☐ No
u. Accessing finance for business (loans/grant) ☐ Yes ☐ No
v. Gained financial strength for institute ☐ Yes ☐ No
w. Inviting Employers for facilitating jobs ☐ Yes ☐ No
x. Inviting Industry people for consultations ☐ Yes ☐ No
y. Develop database of trainees/beneficiaries ☐ Yes ☐ No
z. Establishing linkages with other Institutes ☐ Yes ☐ No
aa. Facilitate in carrying out Tracer Studies ☐ Yes ☐ No
bb. Others , specify____

15. As per your experience, which of the following actions should be done by IMCs?

a. Increase enrollment of students ☐ Yes ☐ No
b. Expand outreach to vulnerable students ☐ Yes ☐ No
c. Helping students finding a job ☐ Yes ☐ No
d. Helping students in apprenticeship ☐ Yes ☐ No
e. Strengthening marketing systems ☐ Yes ☐ No
f. Changed obsolete technology to new one ☐ Yes ☐ No
g. Upgrade training curriculum ☐ Yes ☐ No
h. Upgrade training equipment/Labs ☐ Yes ☐ No
I. Improve building of Institute ☐ Yes ☐ No
j. Improve facilities in Institute ☐ Yes ☐ No
k. Upgrade skills of teachers ☐ Yes ☐ No
l. Initiate new market-based courses ☐ Yes ☐ No
m. Enhance incentives for good performance ☐ Yes ☐ No
n. Take cognizance for low performance ☐ Yes ☐ No
o. Reduce conflicts in Institute ☐ Yes ☐ No
p. Improve quality of training delivery ☐ Yes ☐ No

q. Reduced cost of institute/center ☐ Yes ☐ No
r. Improve financial sustainability of institute ☐ Yes ☐ No
s. Introduction of new products ☐ Yes ☐ No
t. Starting a business ☐ Yes ☐ No
u. Accessing finance for business (loans/grant) ☐ Yes ☐ No
v. Gained financial strength for institute ☐ Yes ☐ No
w. Inviting Employers for facilitating jobs ☐ Yes ☐ No
x. Inviting Industry people for consultations ☐ Yes ☐ No
y. Develop database of trainees/beneficiaries ☐ Yes ☐ No
z. Establishing linkages with other Institutes ☐ Yes ☐ No
aa. Facilitate in carrying out Tracer Studies ☐ Yes ☐ No
bb. Others , specify____

16. Which of following actions your IMC can do easily?

a. Increase enrollment of students ☐ Yes ☐ No
b. Expand outreach to vulnerable students ☐ Yes ☐ No
c. Helping students finding a job ☐ Yes ☐ No
d. Helping students in apprenticeship ☐ Yes ☐ No
e. Strengthening marketing systems ☐ Yes ☐ No
f. Changed obsolete technology to new one ☐ Yes ☐ No
g. Upgrade training curriculum ☐ Yes ☐ No
h. Upgrade training equipment/Labs ☐ Yes ☐ No
i. Improve building of Institute ☐ Yes ☐ No
j. Improve facilities in Institute ☐ Yes ☐ No
k. Upgrade skills of teachers ☐ Yes ☐ No
l. Initiate new market-based courses ☐ Yes ☐ No
m. Enhance incentives for good performance ☐ Yes ☐ No
n. Take cognizance for low performance ☐ Yes ☐ No
o. Reduce conflicts in Institute ☐ Yes ☐ No
p. Improve quality of training delivery ☐ Yes ☐ No
q. Reduced cost of institute/center ☐ Yes ☐ No
r. Improve financial sustainability of institute ☐ Yes ☐ No
s. Introduction of new products ☐ Yes ☐ No
t. Starting a business ☐ Yes ☐ No
u. Accessing finance for business (loans/grant) ☐ Yes ☐ No
v. Gained financial strength for institute ☐ Yes ☐ No
w. Inviting Employers for facilitating jobs ☐ Yes ☐ No
x. Inviting Industry people for consultations ☐ Yes ☐ No

y. Develop database of trainees/beneficiaries ☐ Yes ☐ No
z. Establishing linkages with other Institutes ☐ Yes ☐ No
aa. Facilitate in carrying out Tracer Studies ☐ Yes ☐ No
Others, specify____

17. Which of following actions would require your IMC to be trained in?

a. Increase enrollment of students ☐ Yes ☐ No
b. Expand outreach to vulnerable students ☐ Yes ☐ No
c. Helping students finding a job ☐ Yes ☐ No
d. Helping students in apprenticeship ☐ Yes ☐ No
e. Strengthening marketing systems ☐ Yes ☐ No
f. Changed obsolete technology to new one ☐ Yes ☐ No
g. Upgrade training curriculum ☐ Yes ☐ No
h. Upgrade training equipment/Labs ☐ Yes ☐ No
i. Improve building of Institute ☐ Yes ☐ No
j. Improve facilities in Institute ☐ Yes ☐ No
k. Upgrade skills of teachers ☐ Yes ☐ No
l. Initiate new market-based courses ☐ Yes ☐ No
m. Enhance incentives for good performance ☐ Yes ☐ No
n. Take cognizance for low performance ☐ Yes ☐ No
o. Reduce conflicts in Institute ☐ Yes ☐ No
p. Improve quality of training delivery ☐ Yes ☐ No
q. Reduced cost of institute/center ☐ Yes ☐ No
r. Improve financial sustainability of institute ☐ Yes ☐ No
s. Introduction of new products ☐ Yes ☐ No
t. Starting a business ☐ Yes ☐ No
u. Accessing finance for business (loans/grant) ☐ Yes ☐ No
v. Gained financial strength for institute ☐ Yes ☐ No
w. Inviting Employers for facilitating jobs ☐ Yes ☐ No
x. Inviting Industry people for consultations ☐ Yes ☐ No
y. Develop database of trainees/beneficiaries ☐ Yes ☐ No
z. Establishing linkages with other Institutes ☐ Yes ☐ No
aa. Facilitate in carrying out Tracer Studies ☐ Yes ☐ No
Others , specify____

18. “IMC is playing a great role in facilitating the improvements in overall functions of the

Institute”

a. Agree
b. Disagree
c. Agree to some extent

19. How do you think you would like to increase CMC/IMC role to reflect enhanced performance of your Center/Institute?

____
____

20. What may be required to build the capacity of your Center/Institute in order to become a more effective Center/Institute in the area?

____
____
____

21. If you collaborate with other Institutions/Centers, which of the following benefits will you want to have?

a. Enhanced ideas	☐ Yes	☐ No
b. Facilitated staff exchange	☐ Yes	☐ No
c. Joint projects	☐ Yes	☐ No
d. Improved facilities and equipment	☐ Yes	☐ No
e. Promoted joint policy recommendation	☐ Yes	☐ No

Others, specify ____

22. What are the three most significant challenges for IMCs in your Institute?

a. ____
b. ____
c. ____

23. What changes would you suggest for “Rules of the Business” for IMC?

____
____

24. Please provide us brochures, leaflets, annual reports etc. of your institution/ center?

____

25. Thank you for filling out this questionnaire.

Name of Respondent: ________________________________
Designation: ____
Date: ____

Annex 5

LIST OF PARTICIPANTS

	Institute Name	Participants	Institute Type	Adress	Telephone	E-Mail
	Government Vocational School	Parveen Akhtar	Vocational	Landhi	0306-2459299	gpiwlandhi@hotmail.com
	Government Vocational School	Noshaba Tabassum	Vocational	PECHS Block-6,Green Belt Karachi	0300-3559886	gviwpechs@yahoo.com
	Government Institute Vocational Training Center	Syed Saeed Akhter	Vocational	Plot # St/1/A, Block 19 Shantinagar, Karachi	0345-2256428	
	Government Vocational and Technical High	Nazish Baigh	Vocational and Technical High School	Azizabad St/1/A Block 9 FB Area, Karachi	021-99246085/ 0344-2801090	
5	Vocational Training Center	Jawad Latif	Vocational	Near Government Degree College Qaismabad, Karachi	021-99231981/ 0300-9204145	jawadlatifkhan@yahoo.com
6	Govt. Institute of Business and Commercial	Gohar Ali	Commercial	Near Eidgah, Orangi Town 11-1/2 Karachi	021-36699690	gibceot@hotmail.com
7	Gov't. Vocational School	Waheed Un Nisa	Vocational	Landhi Babar Market	0321-2547701	gpiwlandhi@hotmail.com
8	Vocational Training Center	Tanveer tabassum	Vocational	Korangi 3	0345-8482550	tanveertabassum@hotmail.com
9	Govt. College of Technology	Farah Ismat	Technical Training Institute	F.B Area Karimabad	0346-3565410	
10	Govt. *Jamia Milla* Polytechnic Institute	Nazir Ahmed Abro	Diloma	Malir Karachi	021-99238071	gimpimail@gmail.com
11	Government Polytechnic Institute	Fozia Abid	Ploytechnic	Korangi 3-1/2	0322-2209506	gpiwkk@live.com
12	Vocational Training Center	Kaneez Jaffer	Vocational	Street-2, sector5/A-2, North karachi	0334-3431079	kaneezjaffar@yahoo.com
13	Vocational Training Center	Rubaina Naz	Vocational	1st Floor, Hakim Ahsan Library, Sector 11-L New Karachi	021-35454047/ 021-36955194	vtcgnkhi@yahoo.com
14	Vocational Training Center	Ghazala Nasreen	Vocational	Korangi # 5	0333-3441455	
15	Vocational Training Institute	Naheed nasir	Vocational	Bufferzone	0322-2537489	azim.nahid@yahoo.com
16	Government *Saifee Eide Zahabi* Institute of Technology	Irshad khan	Polytechnic	Block G North Nazimabad		gsezit.gov@gmail.com
17	Govt. Institute of Business and Commercial	Rashid Ahmed Khan	Commercial	Urdu Nagar Malir		gibc@gmail.com
18	Government Monotechnic Institute	Zulfiqar Ali	Monotechnical	Sector 7-C Orangi Town	0300-8372540	zulfiqargmi11@yahoo.com

Annex 6

CAPACITY BUILDING TOPICS / MODULES

1. Institute Management Committee

- Why IMC?
- The IMC
    1) Understanding the Importance of the Role of IMCs
    2) Composition
    3) Role and Responsibilities
    4) Sub-committees and Sub-committees' Operation
    5) Sub-committees' interaction with the IMC main body

2. Assessing Market Needs and Demand and Supply Gap

- Market Research/ Needs and Demands Assessment
    1) Questionnaire/Surve
    2) Focus Group Discussion
    3) In-depth Interview

3. Institute Development Plan

- Identifying Areas for Improvement at the Institute
- Designing Intervention
    1) Upgrading of Trades/Courses (Market Demand Based Curriculum), Facilities and Faculty with Effective Utilization of Existing Resources
    2) Developing Performance Indicators
    3) Developing Implementation Plan
    4) Creating an Efficient Reporting and M and E System
- Exploring Funding Resources

4. Building a Win-Win Relationship with Industry

- Awareness Campaign in the Area/ City / District
- Social and Professional Networking
- Career Fairs

5. Managing IMC Finances

Financial Tools and Formats

- Procurement
    1) Quotation as per ISO standards
    2) Procured Assets Log Development
- Balance Sheet
- Assets (Land, Cash, Accounts Receivable, Inventory, Prepaid Expenses)
- Depreciation

- Liabilities
- Income Statement
- Cash Flows
- Financial Reporting
    1) Reporting Formats
    2) Supporting Documents
- Audit
    1) Appointment of Auditors and Meeting Audit Requirements

6. Record Keeping

- Documentation (General)
- Notices and Agenda of meeting
- Getting Prepared for Meetings:
    a. Notice
    b. Agenda
    c. Minutes
- Keeping Minutes of Meetings

7. Personal Competency Development

- Managing People (General)
- Communication, Negotiation and Presentation Skills Development
- Conflict Management

Decide whether:

- Entrepreneurship is an option for you.

Agenda

STRENGTHENING "INDUSTRY-INSTITUTE LINKAGES (IIL) FOR TEVT INSTITUTES"
Capacity Building Workshop

Time	Activity	Responsible Person(s)
Day 1: 16th October 2012		
10:00 – 10:15	Registration	Aasia A. Farooqi
10:15 – 10:20	Recitation of Holy Quran	Muhammad Saleh
10:20 – 10:40	Introduction of Participants	Perveen Shaikh
10:40 – 11:00	Expectations and Agenda of the Day	Perveen Shaikh
11:00 – 11:15	Tea Break	
11:15 – 12:15	IMC Constraints and Opportunities	Perveen Shaikh
12:15 – 01:00	ROB Final Document sharing and Recommendation	Perveen Shaikh
01:00 – 02:00	Lunch	
Day 2: 18th October 2012		
09:30 – 09:45	Registration	Aasia A. Farooqi
09:45 – 10:00	Expectations and Agenda of the Day	Perveen Shaikh
10:00 – 11:00	Institute Management Committee	Perveen Shaikh
11:00 – 11:15	Tea Break	
11:15 – 01:00	Assessing Market Needs / Demands and Supply Gap	Seema Khurram
01:00 – 02:00	Lunch	
02:00 – 03:00	Institute Development Plan	Aasia A. Farooqi

Day 3: 20th October 2012

Time	Activity	Responsible Person(s)
09:30 – 09:45	Registration	Aasia A. Farooqi
09:45 - 10:00	Expectations and Agenda of the Day	Perveen Shaikh
10:00 – 11:30	Constraint Analysis	Aasia A. Farooqi M. Saleh
11:30 – 11:45	Tea Break	
11:45 – 01:00	Building a Win-Win Relationship with Industry	Aasia A. Farooqi M. Saleh
01:00 – 02:00	Lunch	
02:00 – 03:00	Cont. Building a Win-Win Relationship with Industry	Aasia A. Farooqi M. Saleh
Day 4: 23rd October 2012		
09:30 – 09:45	Registration	Aasia A. Farooqi
09:45 - 10:00	Expectations and Agenda of the Day	Aasia A. Farooqi
10:00 – 11:30	Managing IMC Finance	Kashif Latif
11:30 – 11:45	Tea Break	
11:45 – 01:00	Review of Rules of Business	Perveen Shaikh Aasia A. Farooqi
01:00 – 02:00	Lunch	
02:00 – 03:00	Awareness Campaign	Aasia A. Farooqi
Day 5: 24th October 2012		
09:30 – 09:45	Registration	M. Saleh
09:45 – 10:00	Expectations and Agenda of the Day	Perveen Shaikh
10:00 – 11:30	Communication Skills	Amneh Shaikh
11:30 – 11:45	Tea Break	
11:45 – 01:00	Negotiation Skills	Perveen Shaikh
01:00 – 02:00	Lunch	
02:00 – 03:00	Record Keeping	M. Saleh

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