Ministry of Federal Education and Professional Training

Research and Supervised By

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  (Compiling & Composing)

Year Book 2016-17

Secretary Message

FORWARD

It is a matter of great pleasure for me to present the year Book 2016-2017 of Ministry of Federal Education and Professional Training, in pursuance of sub-rule (2) of Rule (25) of the Rules of Business 1973. It includes brief introduction of the Ministry, as well as, its functions and performance during the year.

The Year Book 2016-2017 highlights the polices formulated directly by this Division or through its supporting organizations. It is also a brief resume of the major activities and significant achievements / performance made during the calendar year.

The annual Year Book 2016-2017 is a manifestation of the efforts and progress of various Wings and attached formations of the Ministry of Federal Education and Professional Training to achieve its goal as envisaged in its vision statement. It also serves as a useful reference within the government, as well as, for the members of the public who have an interest in the affairs of Ministry of Federal Education and Professional Training.

The Ministry of Federal Education and Professional Training would welcome suggestions for comments (if any) to improve the quality of this Year Book.

(Aamir Ashraf Khawaja)
Secretary
Federal Education and Professional Training

MESSAGE FROM MINISTER

It is a great pleasure for me that Ministry of Federal Education and Professional Training has published its 5th Year Book 2016-2017. In the wake of 18th Constitutional Amendment, new direction and vision has been given by the Parliament in handling Federal and Provincial responsibilities in as far as research, professional and technical training and special studies are concerned. In order to streamline the subjects and relevant institutions a dedicated Ministry of Federal Education and Professional Training of was created on 29th July 2011.

The Creation of Ministry of Federal Education & Professional Training is a laudable step of the democratic government which portrays its resolve to uphold the Constitutional mandate and to meet obligation of the Government to the Nation.

Technical and Vocational Education is an important part of the education structure and plays a major role in developing a well trained and educated workforce to address current and emerging industries and labour-market needs and capable of competing internationally.

Pakistan has abundant unskilled human resource. It is imperative to enhance investment in human capital to make our youth better skilled, technically qualified and scientifically trained to compete with the fast changing global trends. Education and Technical Training is essential for economic growth of any country as it directly impacts employability, entrepreneurship, women empowerment, productivity and positively contribute in building a knowledge based economy.

The role of this Ministry is to ensure that youth have access to purposeful and high quality education and training that prepares them for participation in a socially just, democratic and sustainable society.

This Year Book will provide students, educators, researchers and people from all walks of life with valuable information and resource to support learning and responsible citizenship. I invite and welcome suggestions as to how we can better meet your needs.

(Muhammad Baligh Ur Rehman)
(Federal Ministry of Federal Education
and Professional Training)

MINISTRY OF FEDERAL EDUCATION & PROFESSIONAL TRAINING

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BRIEF ON MINISTRY OF FEDERAL EDUCATION & PROFESSIONAL TRAINING

Introduction:

- In the wake of 18th Amendment to the Constitution the concurrent list stands abolished. Subjects of Education and Health etc. no longer remain in the purview of the Federal Government. Therefore, the Ministries of Education, Health and fifteen other ministries were devolved from 5th April, 2011 to 30th June, 2011.

- Entry 16 of Part 1 of Federal Legislative list reads as follows:

  "Federal Agencies and Institutes for the following purposes that is to say, for ***research***, for ***professional and technical training***, or for the promotion of ***special studies***" will be organized by the Federal Government.

- Therefore, the Federal Agencies and Institutes imparting **professional and *technical training*** and ***research*** have been retained by the Federal Government

- To cater for the educational, professional and technical training requirements of the country after devolution, the Government has taken a very timely decision by creating a dedicated Ministry for the purpose.

- The Ministry of Professional & Technical Training was notified on 29th July, 2011. Later on *vide* Cabinet Division's Memorandum No. 4-8/2013-Min-I, dated 07-06-2013 the Ministry has been renamed as Ministry of Education, Trainings and Standards in Higher Education. Finally on the recommendations of CCI the Ministry has now been renamed as Ministry Federal Education & Professional Training *vide* Cabinet Division's Memorandum No.4-10/2011-Min-I dated 19-06-2014.

- Presently following departments/organizations are working under administrative control of the Ministry of Federal Education & Professional Training:—

S.#.	Name of Departments/Organizations
(i)	National Vocational & Technical Training Commission (NAVTTC) Islamabad.
(ii)	National Training Bureau (NTB), Islamabad.
(iii)	Academy of Education Planning & Management, (AEPAM) Islamabad.
(iv)	National Institute of Science & Technology Education (NISTE), Islamabad.
(v)	National Education Foundation (NEF), Islamabad.
(vi)	National Commission for Human Development (NCHD), Islamabad.
(vii)	Higher Education Commission (HEC)
(viii)	Federal Board of Intermediate and Secondary Education, (FBISE) Islamabad.
(ix)	Pakistan Manpower Institute (PMI), Islamabad.
(x)	National Talent Pool (NTP), Islamabad.
(xi)	Pakistan National Commission for UNESCO (PNCU), Islamabad
(xii)	Basic Education Community School (BECS), Islamabad
(xiii)	National Education Assessment System (NEAS), Islamabad.

FUNCTIONS OF THE MINISTRY OF FEDERAL EDUCATION & PROFESSIONAL TRAINING

As per the Constitutional provisions (25-A and Federal Legislative list part-I & II) the Ministry has to function in the following fields:—

- Non Formal Basic Education
- Adult Literacy
- Technical Education & Vocational/Professional Training
- Higher Education and Standards in Higher Education
- International Cooperation
- Coordination with Provinces/Areas
- Secretariat of Inter Provincial Education Ministers' Conference (IPEMC)

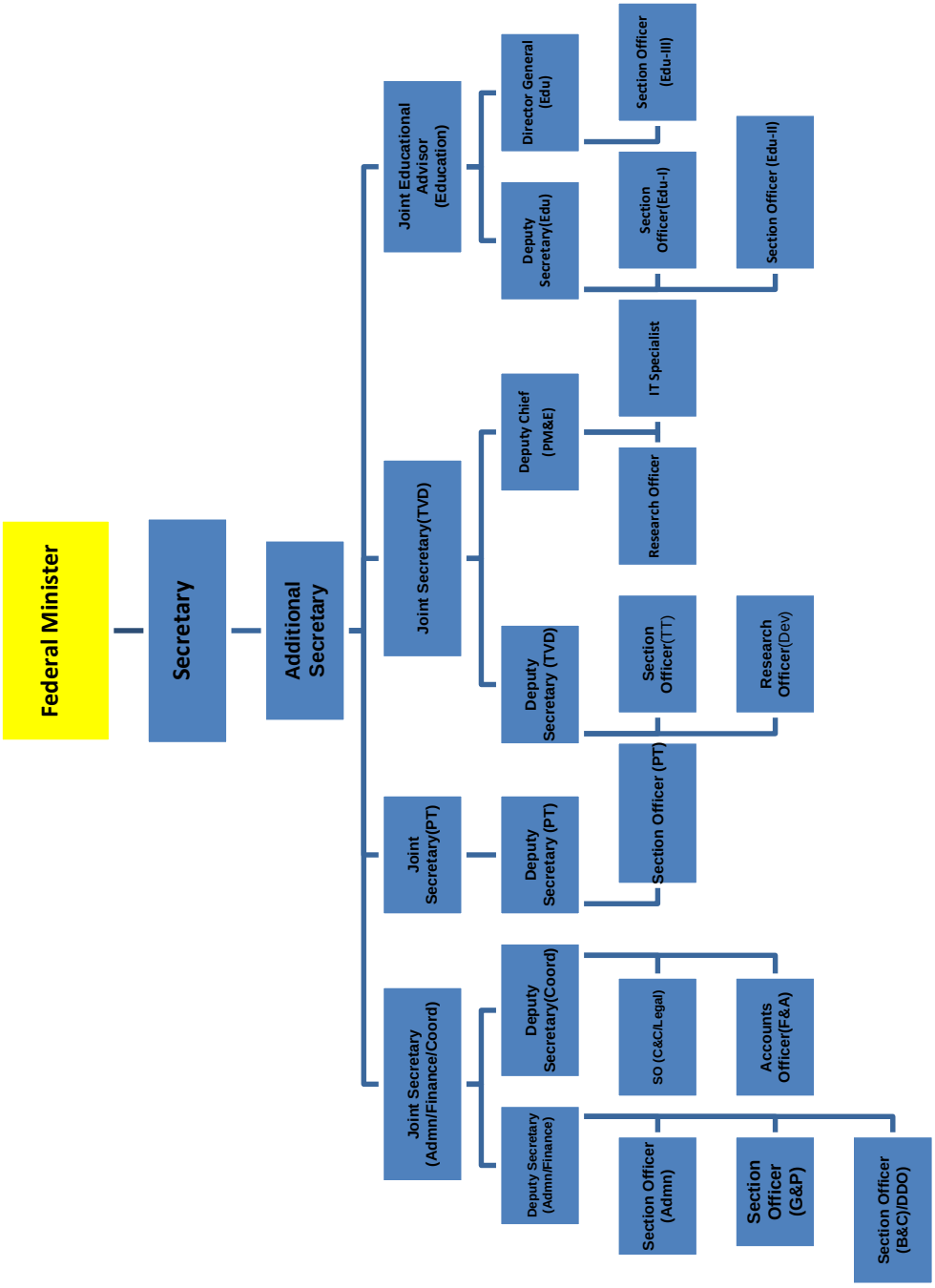
- National Curriculum Council (NCC)
- National Education Policy (NEP)

STATEMENT SHOWING SANCTIONED STRENGTH
MINISTRY OF FEDERAL EDUCATION & PROFESSIONAL TRAINING

S.#	Designation/BPS	Sanctioned Strength
1.	Secretary (BS-22)	01
2.	Additional Secretary (BS-21)	01
3.	Joint Secretary(BS-20)	03
4.	Director General (BS-20)	01
5.	Joint Educational Advisor (BS-20)	01
6.	Deputy Secretary (BS-19)	05
7.	Deputy Chief (BS-19)	01
8.	Section Officer (BS-17/18)	09
9.	Research Officer (BS-17)	01
10.	Research Associate Officer (BS-17)	01
11.	IT Specialist (BS-17)	01
12.	Accounts Officer (BS-18)	01
13.	Private Secretary (BS-17/18)	05
	Sub Total:	**31**
14.	Superintendent (BS-16/17)	03
15.	Monitoring Officer (BS-16)	02
16.	Assistant Private Secretary (BS-16)	14
17.	Assistant (BS-14)	12
18.	Steno-typist (BS-14)	11
19.	Sub Librarian (BS-14)	01
20.	UDC/Cashier (BS-09)	14
21.	LDC (BS-07)	12
22.	Driver (BS-04)	10
23.	Dispatch Rider (BS-04)	02
24.	DMO (BS-04)	01
25.	Qasid (BS-02)	04
26.	Daftari (BS-02)	01
27.	Naib Qasid (BS-01)	28
28.	Chowkidar, (BS-01)	02
29.	Farash (BS-01)	02
30.	Sweeper (BS-01)	02
	Sub Total:	**121**
	Grand Total:	**152**

ORGANIZATIONAL CHART

Ministry of Federal Education & Professional Training



HIGHER EDUCATION COMMISSION (HEC), ISLAMABAD

Higher education plays an important role in the development of a knowledge economy. The developing countries while trying to develop a robust higher education sector have experienced challenges relating to; sustainability in increasing access, inequalities of access and outcomes; quality of education and relevance, weaknesses of governance structures and management practices. Pakistan is projected to become the 5th populous country by 2030, with a population ranging up from 230 to 260 million people. Large portion of this population will be the youth. This dividend can be gained through higher productivity and a faster economic growth by providing quality higher educational attainments throughout the population.

The Vision 2025 stands on 07 Pillars. Two of these pillars have direct relevance to higher education sector. Pillar-I emphasizes Developing Human and Social Capital while Pillar-VI encompasses Higher Education and Science & Technology into a broader scope of Knowledge based economic development. Pakistan has to make significant leap forward in areas like education, health and social development to catch up with its peers. Vision 2025 presents a comprehensive approach to addressing human and social development gaps with an emphasis on developing human and social capital to take full advantage of Pakistan's youth bulge. It aims at substantial expansion in levels of education as well as improvements in the quality of education. A larger share of the GDP, at least 4 per cent to education and at least 3 per cent to health, would have to be allotted.

11th Five Year Plan (2013-18) also describes both Higher Education and Science & Technology sectors embedded in a broader concept or Knowledge and Technology Based Development. The plan envisages change from an input-driven to a productivity-driven growth strategy. This transition would require leadership role by institutions of higher learning through the production of skilled, innovative and enterprising knowledge workers. On the other hand Research organizations will also come up with solution based and innovative research in collaboration with the industry and academia for fruitful results. It is envisaged that the access to higher education should increase from 7 percent to 15 per cent during the Plan period. The next important aspect in the plan is relevance of research to the national needs. This covers sub-areas, like revamping and standardization of the curricula, commercialization of research, innovation, promotion of entrepreneurship and establishing centers of excellence in priority areas of research. Universities and R&D organizations will develop strong linkages with the industry and produce meaningful research.

Key Performance Indicators 2016-17

a. Increase in access

Increasing access to higher education is one of the important objective and to achieve this objective, Higher Education Commission has taken several steps to enhance the access to tertiary education in the country during 2016-17. This mainly includes establishment of sub-campus of universities at district level, development of newly established universities, expansion in capacity of the existing institutions, Prime Minister Fee Re-imbursement Program for less developed areas, Need Based Scholarships Program embedded in recurring budget and other several scholarships schemes at graduate and under graduate levels. These initiative have been witnessed for significant contribution in the increasing the access to higher education across the country and the enrollment in higher education institution have crossed 1.40 million which was at 0.27 million in 2002-03.

b. Human Resource Development

Since its inception HEC has devoted focused attention to invest resources for qualitative improvement of higher education through improving the intellectual caliber of the faculty. All other core goals of changing the landscape of higher education could not be accomplished without having sufficient highly qualified manpower. The government of Pakistan believe that youth of this country is the real driving force towards economic prosper Pakistan, therefore, government has launched number of new initiatives for them. Under these projects a more than of 14,000 scholarships for higher studies would be to Pakistani youth in next five to ten years to strengthen teaching and research of higher education institutions and scientific caliber of R&D Organization of the country.

During 2016-17 total 53,550 scholarships were awarded which includes 350 overseas PhD Scholarships, 900 Indigenous PhD Scholarships, 5,480 different Need based Scholarship for under graduates and graduates students and 46,820 scholarship under Prime Minister Fee Reimbursement Program.

Some of the important ongoing scholarship schemes include: “Indigenous PhD Fellowships for 5,000 scholars”, “Overseas Scholarship Scheme for MS leading to PhD (Phase-II)”, “Human Resource Development Initiative MS Leading to PhD Program of Faculty Development for Engineering Universities/ UESTPs”, “Academic and Research Linkages with different countries/agencies under Bilateral Agreements- HEC”, “Fulbright Scholarship Support Program HEC-USAID (Phase-II)”, “Provision of Higher Education Opportunities for Students of Balochistan and FATA (Phase-II)”, “PhD Scholarships Program under PAK-US Knowledge Corridor (Phase-I)”, and “Pak-US Need Based Merit Scholarships at bachelor level (Phase-II)”. There are two scholarship schemes specifically for students of FATA and Balochistan are; “Master Leading to PhD Scholarships Program (Indigenous and

Overseas) for the Students of Balochistan (An Initiative of the Aghaz-e-Haqooq-e-Balochistan Package)" and "Provision of Higher Education Opportunities for Students of Balochistan and FATA (Phase-II)". In addition to these efforts, government is providing fee reimbursement facility to students of universities under Prime Minister's Youth Programme.

c. Research and Development

Research & Development Universities in Pakistan have improved their R&D infrastructure and working culture. As a result academic employment and retention of doctoral scientists and engineers grew over the last decade. Due to this, the research activities have enhanced resulting in more than 6 folds increase in research articles published in impact factor journals. Streamlined research, generated by strategic academic processes that build strong societies and economies has now entered a takeoff phase of commercialization. Business and Technology Incubators are being established in universities across Pakistan to promote university industry collaboration. Universities have initiated different research projects related to agriculture, business, industrial needs, which are shared with the related stakeholders and other sections of the society. Some important steps taken to promote R&D are described below:

- About 25% per cent of the approved development funds are allocated for provision of latest teaching and research lab equipment to expand and enhance the R&D infrastructure of the universities.
- The Higher Education Commission has launched a new project "Establishment of Technology Development Fund for HEC Scholars Returning after completion of PhD to introduce new Technologies in Pakistan (HEC)" for academia-industry collaborative project. Under this project, new and innovative ideas of researchers along with industry are being supported for prototype development, initial product development, patent filing, marketing and licensing of new products. This will help to bridge and translate the academic research to industrialization.

d. New Developmental Initiatives under PSDP

Equitable development of all regions and provinces of the country is critical for socio-economic growth and national harmony. Realizing the importance of Higher Education Sector in societal progress, knowledge creation and national development goals, the Government of Pakistan has allocated considerable resources for ensuring equitable higher education access across country especially for marginalized segments of society. Gracious approval of new development projects during FY 2016-17 and substantial resource allocation for the ongoing

schemes reflect resolve of the Government of Pakistan for enhancing higher education access for less developed areas.

During FY 2016-17, total seventeen (17) new schemes were approved of worth Rs.42.252 million and majority of these were for the establishment, development and expansion of the universities / campuses of marginalized segments of the country. Special emphasis has also been given for the Human Resource Development, Technical Education, Skill Development and strengthening of R&D setup of the universities. The detail of these new projects with capital cost is as under;

SN	Project Title	Capital Cost (MRs.)
1	Establishment of AJK Women University, Bagh, AJ&K.	819.816
2	Strengthening & Expansion of Balochistan University of Information Technology and Management Sciences, Quetta	1019.763
3	Establishment of University of Gawadar (Feasibility Study)	19.699
4	Strengthening of Academic & Professional Facilities at University of Peshawar	796.255
5	IT Industrial Innovation, Research Center and Strengthening of Islamia College University, Peshawar	1385.985
6	Development of New Campus of Government College University (GCU), Faisalabad.	485.105
7	Provision of New Facilities and Infrastructure for Main Campus, University of Engineering & Technology, Lahore	952.693
8	Strengthening of Institute of Bio-Technology at Bahauddin Zakariya University Multan	531.937
9	Development of Fatima Jinnah Women University, Campus-II, (Phase-2) Chakri Road Rawalpindi	961.447
10	Upgradation and Strengthening of Essential Facilities at Sukkur IBA	900.493
11	Strengthening of Academic and Research Programs at National University of Modern Languages (NUML), Islamabad	493.458
12	Upgradation of National Institute of Science & Technical Education (NISTE) Islamabad into Skill University (Part-I)	998.546
13	Establishment of Sub-Campuses of Public Sector Universities at District Level (Phase-I)	5206.28
14	Faculty Development Program for Pakistani Universities (HEC)	7142.00
15	Bridging the Job Market Skill Gap for General Post Graduate Degree holder	393.151
16	PhD Scholarships Program under PAK-US Knowledge Corridor (Phase-I)	18810.916
17	Strengthening & Upgradation of Universities of Backward Areas	1334.765

NATIONAL VOCATIONAL AND TECHNICAL TRAINING COMMISSION (NAVTTC)

National Vocational and Technical Training Commission (NAVTTC) is an apex body and a national regulatory authority to address the challenges of Technical and Vocational stream in the country. It is involved in policy making, strategy formulation and regulation & revamping of TVET system. The Commission is establishing and promoting linkages among various stakeholders at national as well as international level.

2. The Development and non-development budget allocation and utilization for the Financial year 2016-17 is as under:—

DEVELOPMENT BUDGET

Development Programme	Budget Allocation/TSG	Surrender	Net Allocation	Fund Utilized
Prime Minister's Youth Skill Development Programme	2,159.174	-	2,159.174	2,159.174

NON-DEVELOPMENT BUDGET

Budget Allocation	Surrender / Re-appropriation	Net Allocation	Fund Utilized
334.762	19.290	315.472	315.738

PRIME MINISTER'S YOUTH SKILL DEVELOPMENT PROGRAM

The present Government has prioritized the empowerment of youth in the country and launched different programs in this regard. Out of these programs, Prime + Minister's Youth Skill Development Program is being implemented by NAVTTC. The objectives of PMYSDP are as under:—

- Capacity building and training of youth and to polish the skills of the beneficiaries who had insufficient knowledge about different trades.
- Contribute towards poverty reduction, social and economic developments through facilitating demand driven, high quality technical and vocational training.
- Promote gender equality and women empowerment in education, employment and political participation.

- Enable unemployed youth to earn bread and butter for their families and enhance their socio-economic values in society.
- Expand the pool of skilled workers and earning hands in the country.
- Meet local and international job market skilled workers needs by providing the competent, motivated, entrepreneurial, adaptable, creative and well trained individuals.
- Change the mindset of the young generation towards the fair means of livelihood.

The Phase-I & II, targeting 25000 trainees in each phase of the Program, have been successfully completed. Whereas, in Phase-III 50,000 youth in two batches of 25,000 each were trained. The Batch-II of Phase-III have been completed on 7th of July, 2017.

The comprehensive profile of PMYSDP Phase-III is tabulated as under:—

S. NO.	**Features**	**Phase-III** **2016-17 & 2017-18**
1.	Block Allocation	2630.00 Millions
2.	Target Trainees	50,000
3.	Male/Female Ratio	72:28
4.	No. of Institutes	Batch I (333 Public & Private) Batch II (394 Public & Private)
5.	No. of trades	95
6.	Trades highlighted by	Prime Minister's Office, TVET Provincial stakeholders, CPEC, Commercial welfare attaches, M/o OP&HRD
7.	Amount of Stipend	Rs. 3,000 per month Rs. 4,000 (FATA Trainees)
8.	Training Commenced during	Batch-I: 18-05-2016 to 17-11-2016

S. NO.	Features	Phase-III 2016-17 & 2017-18
		Batch-II: 02-01-2017 to 07-07-2017
9.	Age & Target Group	18 to 40 years Priority given to: • Less Educated • Upper age personnel • Lower class (Economically) • Orphans • Disabled • Eunuchs • Sportsman • Hafiz e Quran • Madaris students • Widows

The Phase-IV of the Prime Minister's Youth Skill Development Program for training of 100,000 youth in two batches of 50,000 each at a cost of Rs. 6196.5 million has been approved by ECNEC on 10th July, 2017.

CBT DEVELOPMENT

CBT is a paradigm shift in training strategy which differs from the conventional training by providing training which is competency standards based, industry-biased, non-time barred and flexible. In the pilot phase, SS&C Wing has developed 61 CBT competency standards, curricula and assessment packages till date. TLMs to support these CBT trades are also being simultaneously developed. Additionally, 12 Cooperative Vocational Training (CVT) competency standards and curricula have also been developed. In this approach, which is adopted in Germany, the trainee covers half the training period at institute and half in the industry for On Job Training (OJT).

To ensure standardized development work, following Operational Manuals for implementation of NVQF have been prepared in consultation with all TVET stakeholders:—

1. Develop, Register and Review NVQF Qualifications
2. Assessment of NVQF qualifications
3. Recognition of Prior Learning (RPL) and Recognition of Current Competencies
4. Curriculum Development for NVQF Qualifications
5. Teaching and Learning Material for NVQF Qualifications
6. Developing Moderation System for CBT
7. Developed 71 competency standards and 71 curricula for various CBT Qualifications
8. Developed 60 Assessment Packages for various qualifications
9. Developed Teaching and Learning Manuals for 35 qualifications
10. Trained 283 Assessors for conducting formative and summative competency based assessment from across the country
11. Trained 190 Teachers for conducting CBT
12. Trained 98 Principals/Managers
13. Up-scaled the capacity of institutes in terms of up-gradation of labs/workshops in the institutes
14. Identified Assessment Centers for CBT Assessment
15. Conducted Capacity Building of Qualification Awarding Bodies (QABs) for CBT Assessment
16. Competency Standards for CBT Assessor [Level-IV] have been developed
17. Developed Template for CBT Assessment
18. Developed Orientation Manual for Migrant workers moving to GCC Countries

19. 12 Competency Based Training Programs are being implemented in 22 institutes under Prime Minister's Youth Skill Development program Phase III (Batch-II).

20. 240 candidates assessed through RPL upon the NVQF guidelines in pilot phase for first time in Pakistan.

NATIONAL SKILLS INFORMATION SYSTEM (NAVTTC)

1. Regular data collection of Supply Side (TVET institutes and gender & trades wise enrolment in public and Private TVET institute) (summary attached)

2. Annul Skilled workforce supply to labour market in different trades is around 356,785

3. Completed skilled workforce demand side data collection in Khyber Pakhtunkhwa/FATA, Sindh, Baluchistan, AJK and GB.

4. Report "Skills Trend Analysis" in national and International Labour Market Published

5. Report "Comparative Analysis of TVET Sector in Pakistan" has been Published

6. Research report "Skills Gap Analysis" (Skilled Work force supply and labour market demand) in Khyber Pakhtunkhwa province has been published

7. Study on "Producing Skilled Workforce for Potential Economic Sectors" in Punjab, Sindh, Khyber Pakhtunkhwa, Baluchistan, FATA, AJK & GB has been published.

ACCREDITATION MANUAL

The countries in Asia and the Pacific Region are recognizing the critical role played by TVET in economic development. The significant changes in the global environment, in particular, the emergence of a worldwide labor market, in one way or another, bear heavily on the role, functions, shape and the mode of operation of TVET systems all over the world. Accreditation of training programs and institutions is an established practice all over the world.

This practice has taken roots in developed countries whereas the developing countries are in different stages of its establishment in Quality Assurance of training programs and institutions.

After getting the feedback of Accreditation Assessors and other TVET Stakeholders, a thorough revision of the Accreditation Manual was carried out in the month of April – May 2017 which is a regular feature after every year. Third Edition of Program Accreditation Manual is now in hand.

MEETING OF TVET ACCREDITATION QUALITY EVALUATION COMMITTEE (TA&QEC) & ACCREDITATION OF TVET PROGRAMS

- **10th TA&QEC Meeting** was held on March 28th – 31st , 2016 (Four Days extensive Session)
- **592** Programs of 80 TVET Institutes were presented for the final decision of the committee
- **454 Trades and 83 Technologies** were Awarded Accreditation Status whereas, 43 trades and 10 technologies were disqualified by the TA&QEC Forum.

ACCREDITATION OF QUALIFICATION AWARDING BODIES (QABS)

The Accreditation of Training Programs and Institutes brings quality culture, therefore Accreditation of Qualification Awarding Bodies (QABs) TTBs, BTEs etc; is another step towards launching Competency Based Training under National Qualification Framework (NVQF).

ACCREDITATION ON-SITE-VISITS

Accreditation On-Site Visits of 30 institutes has been conducted in the fiscal year 2016-17 wherein 200 programs have been assessed

CAPACITY BUILDING WORKSHOPS ON ACCREDITATION SYSTEM

Three capacity building workshops on Accreditation have been conducted in different region, details of which are as follows:

1. Preparation of the TVET institutes on accreditation manual at KPTEVTA Swat, held on September 26th- 27th, 2016 wherein 25 members have participated

2. Preparation of the TVET institutes on accreditation manual held at GB TVET cell Gilgit, on Aug 09th -10th, 2016 wherein 20 members have Participated

3. Preparation of the TVET institutes on accreditation manual held at P-TEVTA Lahore on February 07th -8th, 2017 wherein 38 members have Participated

INTRODUCING INSTITUTE ACCREDITATION IN TVET SECTOR

After the successful implementation of Program Accreditation in TVET Sector, NAVTTC is now at work on introducing the Institute Accreditation. It is expected that Institute Accreditation will enhance the employability of skilled manpower in the region. In this regard several in-house meetings have been held and an Orientation session has been conducted for the Accreditation Assessors in Islamabad. Work on the Assessment tools is in progress and it is anticipated that by October, 2017 NAVTTC will have the first draft of Institute Accreditation ready to be circulated among stakeholders for their comments.

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NATIONAL COMMISSION FOR HUMAN DEVELOPMENT

Ministry of Federal Education & Professional Training

Introduction

National Commission for Human Development (NCHD) is a Federal autonomous body conceived as a fast track initiative to work on public–private partnership model for promoting human development in Pakistan.

NCHD was established by the Government of Pakistan in July 2002 under the presidential ordinance XXIX. The main objectives of the Commission are to improve service delivery at the grassroots and to fill the implementation gaps to help Federal, Provincial and District Governments to achieve the National and International commitments, mainly, in the field of education and health. At present, NCHD is an autonomous body of Ministry of Federal Education and Professional Training, Islamabad.

NCHD takes a holistic approach to human development, focusing on people's needs and works through existing frameworks, building capacity, raising awareness, promoting community participation and volunteerism, and encouraging public-private partnerships in Pakistan. Using this approach, NCHD has spearheaded a mass movement for socio-economic development and behavioral change by seeking the spirit of volunteerism and community participation to ensure sustainability of its programs, while providing a support role for District Education Departments.

Presently, one of the prime mandates of National Commission for Human Development is to help the Government achieve Pakistan Vision-2025 and the Sustainable Development Goals (SDGs) related to education and literacy. In order to achieve the aforementioned goals, NCHD has designed its education program interventions and adopted the following three- pronged approach:

1. Ensuring that all children are enrolled in schools and retained so as to complete full primary schooling cycle through Universalization of Primary Education.
2. Arrange Non Formal Basic Education Centers for the children who never attend the school and are in the age cohort of 9-14 years old through Accelerated Learning Programs.

3. Dealing with the "backlog" of adult illiterates by implementing adult literacy programs in communities with functional literacy and income generating activities through functional Literacy Program linked with skill development.

Vision of the Commission:

A fully literate society where quality education is ensured for all children of Pakistan upto secondary level.

Functions of the Commission.

According to the ordinance the functions of the Commission are:

(a) Formulate, approve, manage, promote, enhance, implement, execute, monitor and organize its programs and projects, inter alia for –

(b) Alleviation of poverty;

(1) Universal primary education and promotion of literacy;

(2) Primary health care

(3) Sustainable livelihood; and

(4) Capacity building, training, and enhancement of competency of Governmental agencies and non-government organizations working in the social field.

(c) Undertake research, studies and surveys to assess the needs and requirements of an area for extending the scope of its activities and disseminate information in respect thereof;

(d) Keep informed the Federal Government and respective Provincial Governments and their District Administration of its programs and projects being carried out by it in the performance of its functions;

(e) Conduct training and seminars for implementation of its programs and projects;

(f) Publicize the activities of the Commission.

(g) Appoint advisors, consultants and such other staff as may be necessary for performing its functions on such terms and conditions as it may determine; and

(h) Perform such other functions as may be incidental or ancillary to the execution of its programs and projects Strategy:

The core of NCHD strategy lies with:

i. The Public-Private Partnership,

ii. The Capacity Building of Government Line Departments, Community Organizations and Elected Officials,

iii. The Community partnership and Ownership.

The NCHD model, over the years, has become an International Best Practice. It is now presented as a model organization to be emulated for achieving success in human development efforts in developing countries by the United Nations (UN). This was highlighted by the visit of high level Chinese Delegation in March 2005 whose sole purpose was to study the model of the Pakistan Human Development Fund (PHDF) and National Commission for Human development (NCHD) experience in Pakistan and replicate it in China.

2. Core Programs of NCHD

2.1. Universal Primary Education Program (UPE)

Pakistan lags far behind its neighboring countries in areas like education and health. The UNDP Human Development Report 2016 has ranked Pakistan at 147th out of 188 countries on the HDI ranking, which measures health, education and standard of living. Government of Pakistan is a signatory at National and International level to increase Net Enrolment Rate (NER) at primary level and literacy rate up to 100% by 2030.

Pakistan Vision 2025 also seeks a society wherein all citizens have the opportunity to transform their quality of life. This requires strengthening human and social capital, which will allow the population to optimally contribute to and effectively benefit from economic growth. Pakistan Vision 2025 aims at substantial expansion in levels of education as well as improvements in the quality of education. This is very important to target public expenditure on education to reach 4% of GDP by 2018.

Sustainable Development Goals (SDG-4) is to "Ensure inclusive and equitable quality education and promote lifelong learning opportunity for all". And target 4.1 demands to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Goal of UPE Program

NCHDs' UPE Programme is designed for supporting achievement of Government of Pakistan's Vision 2025 and Sustainable Development Goals i.e. contribute to 100% enrolment and 30% improvement in Literacy rate by 2025.

Objectives of NCHD's UPE Program

Support the provincial and District Governments in ensuring to;

- Increase enrollment
- Reduce drop out
- Improve Quality of Education and
- Provide access to education through establishment of Feeder Schools

Salient Features of UPE Program

Salient features of the UPE program is given as below:

i. Non Formal Approach, addresses issue of access in far-flung areas

ii. Cost effective (Average Cost Rs. 400 to 500 Per month per Student)

iii. Community based; brick and mortar structures not necessarily required

iv. Multi-grade Teaching Techniques

Role of UPE Program in Human Development

The Universal Primary Education Programme of NCHD is in line with the overall vision and mandate of the Commission. The UPE Program visualizes its role as:

(i) Demonstrating the innovative UPE interventions by maximum hand-holding support to District & Provincial Departments of Education and communities to increase enrolment and provide access to education in the areas where there are no education facilities by;

1. National Enrolment Campaigns

2. Establishment of Community Feeder Schools in far flung and remote areas.

3. Improving quality of Feeder School System:

4. Retention of students in Feeder Schools

5. Quality education to students by providing

   a. Training to NCHD field staff and Feeder Teachers

   b. Real Time Monitoring

   c. Students' Assessment (periodically and annually through Education Departments and NCHD.

   d. Students' Tracking System (UPEMIS)

   e. Implementation of Multi-grade teaching techniques in Feeder Schools:

1. Current Status of Community Feeder Schools (CFS)

At present, NCHD is operating 5949 Feeder Schools with 6581 Feeder Teachers and an enrolment of 310,146 students throughout the country. Province and area wise breakup of Feeder Schools (FS), Feeder Teachers, and Enrolment is given below:—

National Data on FS/FT & Students Enrolled 2016

S#	Province Name	# of Feeder Schools	# of Feeder Teachers	Enrollment		
				Boys	Girls	Total
1	Punjab	1,649	1,926	40,300	43,867	84,167
2	Sindh	3,356	3,592	100,061	86,402	186,463
3	Khyber Pakhtunkhwa	257	298	4,560	5,950	10,510
4	Balochistan	419	439	9,374	7,294	16,668
5	AJK	136	163	2,649	2,766	5,415
6	Gilgit Baltistan	50	65	1,153	1,266	2,419
7	FATA	82	98	2,802	1,702	4,504
8	**Total**	**5,949**	**6,581**	**160,899**	**149,247**	**310,146**

2. National Enrolment Drive April 2016.

Government of Pakistan believes that education must be number one national priority. 100% enrollment of boys and girls by 2025 in line with the requirements of Article 25-A of the Constitution, which is a fundamental right, shall be pursued through Education Emergency.

Government of Pakistan is committed to improve the status of basic education for which the foremost important activity of enrolment drive was launched across the country during April, 2016.

Currently 6.07 Million children (5-9 ages) are out of school i.e. they have never been to schools. The federal government devised a comprehensive strategy to enroll these out of schools children. In this regard, a committee was constituted namely National Steering Committee (NRC) under the chairmanship of Prime Minister of Pakistan to make policy decisions and implement the strategy for enrolment and to oversee the progress.

The Federal Minister for Planning Development and Reform Prof. Ahsan Iqbal convened an urgent meeting on National Enrolment Drive in February 2016 to devise modalities and make arrangements to start country wide National Enrolment Drive in April 2016.

During a second meeting in March 2016 NCHD was assigned to enroll 30 to 60 thousand children in NCHD Feeder Schools across the country. Chairperson NCHD also participated in the meeting. During Enrolment Campaign 2016, NCHD played a pivotal role through following interventions;

Enrollment in NCHD Feeder Schools through;

a. Collection of data of out of school children in the vicinity of Feeder Schools

b. Compilation of lists of Out of School Children (OOSC)

c. Community mobilization and advocacy campaign at all levels.

d. Celebration of Enrolment week

e. Additional Enrolment in existing Feeder schools:

f. At present NCHD can accommodate more than 70,000 children in Feeder Schools.

Support to Provincial /District Education Departments during 2016, through the following activities of Enrolment Campaign.

a. Facilitation of Eeducation Departments in the preparation of Eenrolment Ccampaign (EC) plan 2016

b. Technical support in the preparation of Formats to be used during EC 2016.

c. Facilitation in Kick off or launching ceremony at provincial and District levels.

d. Display of posters and banners disseminating advocacy messages in favour of education.

e. Media campaign to highlight benefits of education.

f. Village education walks

g. Celebration of enrolment week.

h. School visits for ensuring enrolment.

i. Preparation of Enrolment report, at District & Provincial levels.

World Teachers Day

UNESCO proclaimed 5th October to be 'World Teachers' Day' in 1994. The main objective of the Day is to mobilize support for the teachers and to ensure that the needs of future generations will continue to be met by teachers. World Teacher's Day aims to highlight the role of teachers in the delivery and promotion of education and emphasizes the need of building their capacities and improving their status in the society.

NCHD under the supervision of Ministry of Federal Education and Professional Training organized this important day on 05th October, 2016 at the Institute of Policy Studies, Islamabad.

The following criteria set by MO FE&PT was followed by NCHD and accordingly invited best Feeder Teachers;

Qualification of Teacher

1. Attendance during Academic year

2. Result Based

3. No disciplinary proceeding during the academic year

4. Innovation in Teaching

5. Exemplary Character

6. Integrity

7. Experience in relevant category

Particulars of Province/ Area wise Best Feeder Teachers 2016;

S. No	Province/Area	District	Feeder Teacher Name	Gender	Qualification	Experience in relevant category (In Years)
1	**Punjab**	Bahawalpur	Tasmia Shahzadi	Female	BA. B.Ed.	10
2	**Sindh**	Badin	Moti	Male	BA	6
3	**Balochistan**	Jaffarabad	Ghulam Hussain	Male	BA	10
4	**KPK**	Charsadda	Shahana	Female	B.A	10
5	**FATA**	Khyber Agency	Rashkanda Begum	Female	B.A	10
6	**AJ&K**	Hattian Bala	Eshrat Bibi	Female	MA Edu, B.Ed	10
7	**GB**	Diamer	Faridullah	Male	Matric	5

2.2. Adult Literacy Program

Implementing of Adult Literacy program is the second important component of the approach adopted by NCHD to contribute towards the Vision 2025 that aims to increasing literacy rate up to 90% by 2025. NCHD has established 164,190 Adult Literacy Centers, making more than 3.84 million people literate. Out of these 92% adult literacy centers were established solely for the females, NCHD has embarked on planning and implementation of 8000 literacy centers during 2016-17.

To combat illiteracy among adults, NCHD designed a tailor made literacy program with shortest possible duration and high effectiveness. The target group needed to be self-motivated. For sustained literacy skills, the target group would be mothers to be able to support their children in their development and monitor their academic progress. Needless to say that female literacy has a great multiplier effect.

During the past four decades, a number of literacy projects have been implemented in Pakistan, with varied degrees of success. Before launching NCHD's literacy program, the past efforts were analyzed to develop a viable literacy program based on lessons learnt. The following were the shortfalls and deficiencies in the past programs:

1. **Inappropriate text books:** Literacy materials were not suited to the learning style of adults.

2. **Relevance of Content:** The content of literacy primers and supplementary readers were not related to the needs of the learners.

3. **Ineffective Monitoring:** In most of the case, monitoring comprised head counts as opposed to monitoring the learning achievements and supporting the teacher. There was also no concept of assessment against a certain defined learning land marks.

4. **Teachers training**: An effective and systematic training of literacy teachers was not institutionalized. It was assumed that every educated person can automatically become a good literacy teacher. The teachers training was mostly a one-time affair, with no follow up or refresher courses or assessment.

5. **Long duration of teaching:** In almost all cases, the duration of literacy program was between six to seven months. It was very difficult to maintain the interest of learners for this protracted period of time, resulting in heavy dropouts.

Based on this assessment, NCHD developed its own literacy program, addressing all the concerns mentioned above. Some of the main initiatives are as follows:

1. **Development of appropriate text books:** Language or reading skills are taught through phonics instead of introduction of names of alphabets

2. **Relevance of Contents:** Literacy material contained information about health, environment, and income generating activities, local culture and norms.

3. **Stage wise teachers training program**: Instead of one time teachers training where the teacher is loaded with over whelming one-time information, the training of teachers was linked with various sections or parts of the **text books in phases** corresponding to the text books being taught, thus reducing the load on the teachers.

4. **Duration of Literacy Course**: Duration of teaching is kept at minimum. NCHD's literacy program spreads over **a period of 200 hours of learning** - 5 months duration instead of being spread over the conventional 6 months period.

5. **Effective and intensive monitoring**: NCHD has taken up monitoring beyond the conventional head counts. It now encompasses assessment of learners on pre-established learning land marks, leading to teachers training. A five-tier monitoring system has been

introduced by the NCHD for intensive and qualitative monitoring with technical support by the supervisory staff.

NCHD – The National Lead Agency for Literacy in Pakistan

Recognizing the achievement of NCHD in the field of literacy at national and international levels, the President of Pakistan has declared NCHD as Lead Agency for Literacy. Accordingly, NCHD has planned the following activities being the lead agency:

- NCHD acted as Focal Point for Literacy under the aegis of Ministry of Education
- Mapping of Literacy related interventions in Pakistan and publication of the comprehensive Literacy Status Report.
- Creation of National Literacy Database- literacy status to be updated on a regular basis
- Establish Literacy Resource Centers: one at the national level, four at the provincial levels- for capacity building of stakeholders, technical support, research, monitoring assessment, and evaluation.

NCHD conducted a Mass Literacy Campaign titled 'Literacy For All' on the basis of an agreement with the Government of KP (via Elementary Education Foundation), providing a very clear example of the government ownership of NCHD's successful and the role model literacy program

.

Correcting Gender Imbalance in Literacy

The strongest feature of the Adult Literacy Program is that the female learners (95%) outnumber male learners in all intervention districts, thereby, increasing the number of the female literacy centers. This is a direct consequence of NCHD's efforts in mobilizing the female population in a bid to redress the imbalance in educational opportunities between men and women, and promote gender equity/empowerment.

Salient Features of Program Design

The adult literacy program of NCHD has been designed on the basis of extensive research & development and following international best practices. Major features of the program design are:

Duration of literacy centers:

Duration of literacy center is 130 working days (260 Teaching Hours) i.e. 2 hours daily. The teacher learner ratio is 1: 25. The target age group of the illiterate learners is 15 to 45 years.

Components of Literacy:

The focus of literacy Centers will be mainly on three components:

- Basic Literacy Skills
- Functional Literacy Skills
- Parental Education about Early Childhood Development (ECD)

1. Basic Literacy Component:

In the first step; learners will be taught to simply read and write and handle simple calculations. This will prepare them for the next two levels, i.e. Functional literacy and ECD. The NCHD's adult literacy syllabus has been designed in line with the needs and interests of the learners. It has been developed after a comprehensive research and field testing .It is the only syllabus of literacy in Pakistan which has been approved in 2007 by the National Curriculum Wing of the Ministry of Education.

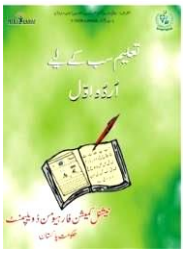
The syllabus of Literacy comprises of the following four books:

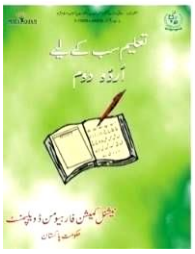
a. NCHD-Urdu Book-1 Sounds, syllables, simple words and sentences.

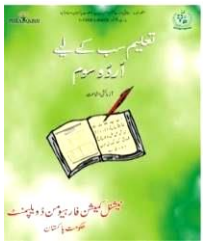
b. NCHD-Urdu Book-2 Syllables aspirated sound, words and sentences.

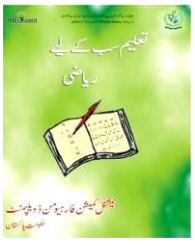
c. NCHD-Urdu Book-3 Paragraph, essay, letters, application, creative writing and functional Literacy skills.

d. NCHD-Math Book - Counting, concepts and processes of addition, subtraction, multiplication and division









Learning Indicators for successful learners:

After 260 hours of course duration, the graduates should be able to

1. Achieve a level of literacy skills to be able to read a newspaper with understanding.
2. Write 5-7 sentences about their immediate environment.
3. Handle three digit figures - able to add, subtract, multiply, and divide.

2. Functional Literacy Program

Apart from imparting training in Basic Literacy Skills, learners will also be



- To improve learners' functional literacy skills based on their livelihood or business activities,
- To provide learners with appropriate knowledge for self-fulfillment, poverty alleviation and improved living standards;
- To enhance awareness on preventive health issues.
- To promote child attendance in schools by raising parental awareness of the importance of education
- To strengthen involvement of communities in national social, economic and political activities.

NCHD through its Functional Literacy Program is interested to integrate the learner's needs into their daily issues and existing income generation or livelihoods activities. This enables the participants to appreciate the value and relevance of literacy skills training as an instrument of socio-economic development. Efforts will be made to cater specific literacy and livelihood skills needs of all learners. This component will also make them aware of the benefits of education of their children and the resultant increase in enrollment rate is expected, especially the enrollment of females.

NCHD for this purpose has developed about more than 50 primers on diverse topics, keeping in view the local needs of the different areas. One topic, theme, or skill will be taught each week with a proper demonstration or practicum in the centers. In the next week, feedback will be obtained from the learners on the use or application of information delivered last week.

3. Parietal Education about Early Childhood Development (ECD)

Maternal education is said to be the cornerstone in cognitive, physical, mental and social development of children. A mother is the principal provider of the primary care that her child needs during the first six years of his/her life. The type of care she provides depends to a large extent on her literacy or educational level, environment and awareness. Research studies have indicated that maternal literacy plays a powerful role in child's growth and cognitive development in developing nations like Pakistan.

a. There is an association or relationship between higher literacy level in mothers and lower incidence of illness, better immunization status, healthier nutritional position and improved scores of cognitive tests.

b. Maternal literacy positively affects child health.Educted mothers are more active in implementing good health practices and have greater access to information.

c. Literate mothers have a greater voice in family health decisions.

d. When a mother is literate, real benefits flow to the children in terms of reduced risk.

Educational research elucidates that literate women are better able to comprehend health information and communicate with health providers in a better way. Reading skills are also associated with a greater comprehension of spoken messages, such as radio broadcasts which are commonly used to spread health information in developing countries.

Literacy for Mothers including ECD

Teaching a mother how to "read" her baby, even at such an early age is the fundamental characteristic of the NCHD Literacy Program. This component focuses to help mothers play their role in their children's lives and helping their children achieve their full potential. NCHD will train not only parents, but also community volunteers and teachers about the physical, social and cognitive development processes during early years of children. This component will focus on how to provide a quality of experience that supports these processes, as well as how to identify delays and barriers to a child's development.

Objectives of ECD component

NCHD Literacy Program is an empowerment program for parents (especially mothers) to acquire skills for better upbringing of their children. The program endeavors to:

(a) Address the lack of awareness and knowledge about the importance of ECD among rural women.

(b) Foster the development of functional literacy skills among adults (mothers) as the primary care-givers of their children.

(c) Empower mothers in order to impart literacy skills to their own children in preparation for their enrolment in primary school

(d) Improve child-rearing skills through training

(e) Use literacy training to empower mothers to respond positively to their existing social needs and challenges.

Strategy for Establishment of Literacy Center

NCHD has developed a well designed and tested mechanism to establish Adult Literacy centers. The process starts with clustering of intervention area as the centers are to be established within a radius of 10-15 km for easy monitoring and support by the female local area supervisor. The other standard activities/strategies leading to the establishment and functioning of literacy centers are as follows:

- Area Clustering/identification

- Social Mobilization Process
- Meetings with influential persons in the community
- Broad-Based Community Meetings
- Formation of Community Committees
- Identification of potential learners
- Identification of Teachers and training
- Baseline Assessment of learners
- Issuance of books and other teaching learning aids
- Center Opening ceremony

The above activities are interlinked and are undertaken in a logical manner.

Training of Literacy Teachers

Literacy teachers always play key role in the success of a literacy program. For effective contribution by teachers we need to develop their capacities in teaching methodology, psychological principles, techniques of overcoming learning disabilities, center management strategies, assessment of the learning achievements and use of learners centered approach in the classroom. For achieving all these targets, organized and well planned trainings are required. NCHD has developed a number of training modules for effective capacity building of literacy teachers. The training is distributed into three phases, which are given as under:

- Training of Book 1. (Before start of Literacy Centre) : 6 days
- Training of Book 2 & Math (Before start of Book 2) : 3 days
- Training of Book 3 & Math (Before start of Book 3) : 3 days

Total duration of training is 12 working days. The Resource Persons of these trainings are e Literacy Coordinators and District Program Managers of Literacy.

Organization of Literacy Classes:

Daily two hour classes are organized for the learners. During the initial one month, basic literacy skill areimparted. After completion of Book-1, learners are able to read and understand functional literacy primers and Early Childhood Development book. In the next four months, ECD and functional literacy/ skill training are incorporated in daily time table and the scheme of studies.

Learners are provided sufficient material on functional literacy i.e. life skills and income saving/generation skills. NCHD has developed about more than 50 primers on functional literacy and a comprehensive booklet on ECD.

Monitoring and Reporting Schedule:

a. Monitoring system

One of the major characteristics of the NCHD literacy program is its internal monitoring system. The rationale behind NCHD program monitoring is twofold: information gathering about implementation status in the field, identification of gaps or shortfall, improving the programs in the light of feedback. And tracking the results.

The monitoring is carried out from different tiers including local supervisors, Literacy Coordinators (LCs), DPMs and District General Managers (DGMs). It is ensured that all centers are visited on regular basis, at least once in a week. Female Supervisors visit centers on daily basis and ensure delivery of literacy skills on desired level. Monitoring plan of different tiers is given as follows:

S. No.	Monitoring Tier	No of visits
1	District General Manager	8 Centers in a month
2	District Program Manager	20 Centers in a month
3	Literacy Coordinator	20 Centers in a month
4	Local Area Supervisors	10 centers in a week

b. Recording and Reporting:

The recording and reporting format for the Literacy Program includes a standard set of forms to be filled in and reported on a monthly basis. Reporting starts from the grassroots level (monitoring by Monitor/LAS) and progresses to each successive reporting tier (HDSU, PO, Head Office). The recording and reporting

forms are to be filled out by LAS on weekly basis, while at the end of every month by other tiers and reported to the next upper level in the organization regularly. All the data are computerized in a very comprehensive Literacy Information Management System (LIMIS) of NCHD.

Progress of Adult Literacy Program in 2016-17

During the reporting period, major activities of the literacy program remained stalled as approval of NCHD's main PC-1 was pending with the Central Development Working Party (CDWP). The PC-1 was approved in February 2017 and funds were released in May.

As per approved PC-1, NCHD is going to establish 6000 Adult Literacy Centers in two phases. Accordingly, 3000 centers will be established in the financial year 2016-17 and remaining 3000 centers during 2017-18. These will be functional literacy centers where income saving/ generation skills will also be imparted to the learners. Although there is no budget for skill training, NCHD will impart training in functional literacy themes on self-help and voluntary basis. Litercay centers in Gilgit-Baltistan, ICT have been established whereas SMP is going on in other areas. Distribution of targeted centers to open in the provinces and Federal Areas is as under:

Table: Province & District wise Targets of Literacy Centers during 2016-17

Provinces	**Punjab**	**Sind**	**KPK**	**Balochistan**	**AJK**	**GB**	**FATA**	**ICT**
No. of Districts	12	14	15	14	01	3	3	01
No. of Tehsils	4	7	8	-	3	2	-	-
Literacy Centers	**1090**	**730**	**515**	**355**	**128**	**112**	**45**	**25**

Other Initiatives in Literacy

NCHD undertook several initiatives, most of which on self-help basis i.e. without any budgetary provisions. These initiatives are:

1	**Literacy centers in jails**
2	**Literacy centers at workplaces**
3	**Observation of International Literacy Day**
4	**Strengthening of National Literacy Resource Center**

Literacy Centers in Jails

Being the national lead agency in literacy; NCHD has been endeavoring to conceive, design, plan and implement innovative approaches to improve literacy rate of the country. The literacy program focuses on illiterate learners from all segments of the society. NCHD has been undertaking different initiatives to establish literacy centers at workplaces as well. One such initiative is the literacy centers in the Jails. The main objective is to impart literacy skills to the illiterate prisoners so that they could become useful citizens and live a better life after leaving the jail.

District	Literacy Centers	Leaners enrolled
Faisalabad Jail	2	43
Jhang Jail	1	24
Sargodha Jail	4	103
Shahpur Jail	2	50
Total	**9**	**220**

NCHD has established literacy centers in the jails of Faisalabad, Toba Tek Sing, and Sargodha, mainly on self-help basis i.e. without any additional budget. For this purpose, Chairperson NCHD wrote a letter to Inspectors General Police of all the provinces and Federal Areas to support and facilitate establishment of literacy centers for the prisoners. For the centers, NCHD provides free books, materials, training and instructional services. Detail of such centers is as under:

The two centers have been established in Juvenile centers of Borstal Jail (Faisalabad) in collaboration with COMSATS, Islamabad. These centers are for the young boys aged 10-20 years who are in the jail being accused of different criminal acts.

Literacy Centers at Workplaces

As mentioned earlier, NCHD established literacy centers at work places also. In this regard, NCHD team in Punjab took the lead in establishing centers at various places in the province. These centers are established in Sargodha, Mandi Bahauddin, and Jhang districts. Six Adult Literacy Centers has been established on this pattern. The two centers are established in Mushaf Airbase Sargodha and one in Rafique Airbase Jhang. Another center has been established for nomadic community in Sargodha.

In all, 143 learners are enrolled and acquiring literacy and numeracy skills. Details are given in the following table.

Strengthening National Literacy Resource Center

With support from UNESCO, NCHD has established National Literacy Resource Center at its Head Office, located at Shaheed-e-Millet Secretariat Islamabad. Literacy Department has planned to enrich the Center and utilize its resources effectively in times to come. The NLRC will compile and disseminate relevant learning resources to NCHD field staff to keep them updated with the latest trends and knowledge in the field of literacy and non-formal education. The Center will also arrange professional sessions on diverse themes and invite experts to deliver lectures.

Celebration of International Literacy Day 2016

NCHD celebrated International Literacy Day in Islamabad. Chairperson NCHD issued a message to the nation on this occasion. In her message, Chairperson stated that this year marks the 50th anniversary of International Literacy Day with a theme of **"Reading the Past, Writing the Future".** International Literacy Day 2016 celebrates and honors the past five decades of national and international engagement, efforts and progress made to increase literacy rates around the world. It also addresses current challenges and looks for innovative solutions to further boost literacy drive in the future.

The present Government is determined to bring about an educational revolution in the country by taking the 28 steps mentioned in its Manifesto. The first step is "to eradicate illiteracy on war footing basis". Today Pakistan ranks among the lowest 20 Countries on the world literacy map. At present; more than 57 million people are illiterate, among them two thirds are women. We are fortunate to have a democratic government which is fully aware of the gravity of the issue of illiteracy and is firmly committed to address the challenge.

National Commission for Human Development has the responsibility to promote literacy and Universal Primary Education by supporting government line departments, NGOs and elected officials at the district level across the county.

In order to address the issue of weak professional base NCHD is planning to setup a National Training Institute for Literacy and Non-Formal Education to effectively meet the needs of Capacity Building, Material Development, Monitoring and Evaluation of literacy programs.

Literacy for Life opens up a variety of new opportunities for people, including:

Each One-Teach One Literacy (EOTO) Initiative

During the financial year, NCHD took an important literacy initiative named 'Each One–Teach One' (EOTO) primarily in ICT. The initiative was based on voluntary services offered by literate citizens. The idea is to identify, encourage, train and facilitate educated volunteers to teach one (or more) illiterate adult in their vicinity. NCHD provides books free of cost and its field officers extend technical guidance through pay monitoring visits, and conducting assessment of learners.

The EOTO program was launched jointly by the Honorable Minister Planning, Development & Reforms, Mr. Ahsan Iqbal and Minister of State for Federal Education and Professional Training, Engr. Muhammad Baligh ur Rehman in Islamabad on the occasion of International Literacy Day in September 2016.

The Each One Teach One program was initially launched in Islamabad Capital Territory. Currently, 19 learners are receiving literacy instructions through 14 volunteer teachers under EOTO program in ICT.

3. National Institute of Literacy And NFE

With a view to address the issue of weak professional base for the neglected sub sector of literacy and NFE, a dire need was felt and documented to set up a National Training Institute for Literacy and Non-Formal Education. The Main purpose of this institute is to address capacity and quality related gaps and establish a mechanism for Training, Material Development, Research and Development, Monitoring and Evaluation, Certification and Accreditation etc.

NCHD has planned to establish National Training Institute for Literacy and Non-Formal Education in 2017. This proposal has been included in the PC-1 submitted by NCHD for the formal approval of Ministry of Planning, Development and Reforms.

1. Rationale:

- There exist over 200 training colleges and university departments of teacher education for the Formal Education System in Pakistan, but no institute is available in the country for the sub sector of Literacy and NFE which has unique professional requirements
- No Research & Development is being promoted in this neglected field
- Pakistan is investing huge financial resources for the delivery of Literacy and NFE programs, but the quality of these programs is usually questioned by different stakeholders, primarily due to non-existence of capacity and quality control mechanisms. .
- The sub sector of Literacy and NFE is different from the formal school system. Planning and implementation of these programs require specific knowledge, skills, and mind-set. Quality of literacy and NFE programs in Pakistan cannot be improved without professional development of literacy and NFE personnel.
- Provincial stakeholders and most of the NGOs working in this field lack technical expertise and have not established sections or wings specifically for material development, training, and research etc.

- No professional forum for mapping and documenting interventions of literacy and NFE is available. Resultantly; recording and dissemination of good practices could not take place.

- Due to absence of Research and Development in this sub sector, evidence based planning could not be introduced. This gap consequently affected success and quality of literacy and NFE programs in the country.

1. Objectives of the National Training Institute for Literacy and NFE

- To extend technical backstopping to the practitioners for capacity building and professional development in the field of literacy & NFE; including designing and conduct of impact assessment studies (This is a big gap in the country)

- To create and incubate models through R&D for Literacy & NFE Programs and offer advice for replication and corrective measures to the Government and service providers

- To provide a Forum for the literacy practitioners to discuss their programmer issues and brainstorm on possible solutions

- To form a network of various organizations working in the field of literacy, post-literacy, functional literacy, NFE, and continuing education.

- To create a hub for research, database, data analysis, and dissemination to the stakeholders.

- To design tailor made training courses/ packages as per the needs of the organization.

- To prepare standardized materials as per needs/ requirements of various Literacy and NFE organizations

- To impart training to the field staff and managers of literacy and NFE programs

The institute has been established and started functioning in NCHD Head Office in Shaheed Millat Secretariat Islamabad. When a proper building is available the institute will be shifted there.

4. Special Projects and Initiates

4.1. Accelerated Learning Programs/ Non-Formal Education Program

Non-formal education is equally significant alongside the formal education; especially in the circumstances when the country is facing gigantic challenges of growing number of illiterates and out of school children (OOSC). This innovative approach of NFE was followed since the very inception of Pakistan in 1947 when an adult education committee was formed by the "First All Pakistan Educational Conference". All the provinces were expected to take appropriate measures to improve the literacy rate which was recorded to be 17% only in that year. Forthcoming education plans after 1947 addressed the non-formal component under different programmes e.g. each one teach one and schools to serve as community centers but inadequate financial allocations did not let the initiatives flourish till the year 1970.

Challenges, Bottlenecks and issues towards NFE

Therefore following challenges and issues regarding NFE:

- Divergent views and limited understanding about the concept and rationale of NFE
- Inconsistent policies of NFE and their halfhearted implementation.
- No Separate Curriculum for NFBE (Federal Government recently launched Curriculum; provinces are also working to develop their Curriculums).
- Insufficient provision of syllabus books in line with the Curriculum.
- There are more than 200 Teachers Training Institute in the Formal Education Sector but none in NFE Sector. Due to lack of training Pedagogical Skills of teachers are not properly developed. Resultantly; students receive poor quality of Education.
- Equivalency Program is the backbone of NFE sector and it bridges formal and non-formal education, at present, there does not exist any mechanism for equivalency between formal and NFE. .
- Irregular participation level of students. Many of the students drop out of NFE centers because of their livelihood related engagements, migration and poverty.

- The honorarium of the NFBE teacher is very low, which brings down their motivation level.
- Monitoring and Evaluation systems are not up to the mark.
- The models of NFE Schools for 10+ are not well organized. The number of such schools is very low (In most of the NFBE Schools the dominant age group is from 04 to 10 years).
- Accelerated learning approach has yet not been practiced in most of the cases.
- Teachers have not been trained in Multigrade Teaching, which is essential for NFE Community Schools.

What actions need to be taken for implementation of NFE (ALP)?

1. **Uniform definition** and common understanding about concept of NFE, across the country is required.
2. **Separate Accelerated Curriculum** for NFBE is needed (Federal Government recently launched Accelerated Learning Curriculum; provinces are also working to develop their Curriculums).
3. **Development of syllabus and books** in line with the NFE Curriculum.
4. **Developing Equivalency Program** for NFE, which is the backbone of NFE sector and it bridges formal and non-formal education.
5. **The honorarium of the NFBE teacher is very low**; it should be at least raised to minimum wage notified by the government.
6. **Monitoring and Evaluation systems** need to be strengthened with the inclusion of Real Time Monitoring software.
7. **The Accelerated learning approach** for the Dropouts/ Miss Outs and Second Chance Learning (age group 10+), Systems needs to be strengthened on immediate basis.
8. **Multi-grade Teaching**: Teachers should be trained in Multigrade Teaching, which is essential for NFE Community Schools.

Keeping in view the significance of NFE- ALP sector, NCHD in collaboration with JICA has launched a Pilot project of establishing 50 NFE- ALP Schools in the rural area of Islamabad.

NCHD is one of the major partners of the project titled "Advancing Quality Alternative Learning" (AQAL) financed by Japanese International Cooperation Agency (JICA). Under this project, NCHD is going to establish Non Formal Basic Education centers in ICT primarily to improve the literacy rate among the children aged 6-14 years. This project will focus on those girls and boys who have missed the formal schooling or dropped out due to different reasons. Until now, 13 NFBE centers have been established and functioning successfully. At present, 400 learners are enrolled in these centers and will complete primary level education through an Accelerated Learning Program or condensed syllabus designed by JICA Pakistan. The syllabus consists of three learning packages of 32 months total duration detailed as below:

Packages	Grades covered	Duration
Package A	Katchi & Grade 1	9 months
Package B	Grade 2 & 3	9 months
Package C	Grade 4 & 5	14 months

Under this project NCHD and JICA are planning to design, establish and showcase several non-formal learning models in ICT with the purpose of improving the literacy rate among the rural communities of the national capital and also offer such successful models as best practices to replicate and scale up elsewhere. One of the models being conceived is the Community Learning Centers (CLCs). NCHD will encourage top government officials to visit these centers and see the advantages and cost effectiveness of the non-formal education systems. This may be helpful in advocating the cause of literacy and Non Formal education which has been a neglected area in Pakistan.

4.2. Mainstreaming of Madaris Project

Back Ground: The project is a Federal Government initiative aimed at introducing Primary Education in Madaris alongside the curricula of Madrassas to enhance prospects of the students of Madrassas to pursue further studies in formal education system.

Objectives of the Project: The Objectives of the project are as follows;

1. To bring about quantitative/qualitative improvement in the students of Deeni Madrassas, to enable them to attain standards of National Education System.

2. To encourage Madrassas to introduce Science, Math's, Social Studies and English in their curriculum so that the academic proficiency for class I-V should be enhanced in the target areas.

Criteria for Selection of school: As per criteria, Madaris Feeder Schools are established at locations where:

1. At least 20 – 30 children available and do not have access to formal primary education.

2. Management of the Madrasa is willing to establish the Feeder School in their premises.

3. Management and community of the Madrasa agree to provide volunteer services of teacher within Madrasa or from nearby community.

4. Management and Community agree to allocate appropriate time for teaching primary education to these children.

Implementation Strategy adopted: The following is the implementation steps;

1. Meeting with all stakeholders.

2. Formation of Steering Committees

3. Identification &enrollment of students.

4. Teacher Interviews and Appointments.

5. Induction Training of teachers for five days and refresher course every year

6. Provision of School supplies/Material distribution.

7. Inspection/Monitoring of the Schools.

8. Periodic assessment of Students.

9. Linking of Madaris Feeder Schools with Formal Government Schools.
10. Recording & Reporting.

Current status/Functional Schools 2016:

S. No	Area Name	District Name	# of MFS Planned	Functional FSs	Students enrolled
1.	ICT	Islamabad	40	40	741
2.		Nagar	07	07	210
3.	GB	Astor	07	07	225
4.		Gilgit	01	01	31
5.		Khyber	05	05	172
6.	FATA	Mohmand	15	15	448
7.		Bajaur	05	05	196
8.		Muzaffarabad	05	05	102
9.		Velum	02	02	51
10.	AJ&K	Bag	02	02	59
11.		Rawlakot	03	03	93
12.		Kotli	05	05	54
13.		Bhimber	03	03	98
	Total		**100**	**100**	**2480**

1.3. Preparation of National Plan of Action for Literacy and NFE

Pakistan is among the countries far from achieving EFA and MDGs, especially literacy target as still more than 57 million adults are illiterate in the country. EFA and MDGs were declared as Unfinished Agenda for the future development and the targets have been shifted to SDGs to be achieved by 2030. Federal Minister for Planning and Development, Mr. Ahsan Iqbal advised National Commission for Human Development to devise an action plan to achieve 90 percent adult literacy by 2025 in accordance with the targets set in 'Pakistan Vision 2025'.The Minister expressed these remarks during a meeting with NCHD Chairperson Razina Alam Khan. The meeting dwelt on contribution of the NCHD towards Pakistan's development goals envisaged in Pakistan Vision-2025

The SDG 4 emphasizes on lifelong learning and highlights the importance of literacy in the befitting manners.Target 6 of SDG 4 or SDG 4.6 exclusively relate to literacy. SDG 4.6 obligates all countries to achieve 100% literacy by 2030.

In line with SDG goals, the Vision 2025 of Pakistan (developed by Planning Commission) has set the target to achieve universal primary education and Literacy rate of 90% by the year 2025. The Vision envisages to increase Primary school enrolment and completion rates to 100%, and achieve literacy rate up to 90%. It also focuses on women development and formulates key policy recommendations including universal enrolment and completion up to secondary education by all girls and provision of greater access to knowledge systems, and technical and vocational training for rural women.

As the lead national agency to realize literacy related goal of Pakistan, NCHD has been tasked (by the Planning Commission) to determine feasibility and prepare a realistic action plan with appropriate programme interventions and necessary resources to achieve its target for a fully literate society in Pakistan.

NCHD's vision is to "seek a literate and healthy nation, where government is empowered to provide basic education and health facilities to all. Our vision is to learn from the experiences of both public and private sectors at national and international levels, identify best practices and apply those for effecting improvements in the social sectors of Pakistan"

Objective of the National Plan of Action (NPA):

National Plan of Action for achieving 90% literacy will aim to achieve following objectives:

i. To determine the number of adult illiterates and out of school children in the country;

ii. To develop various policy scenarios and cost implications to make literate the target population;

iii. To formulate relevant program interventions along with resources needed.

The NPA exercise will be carried out in all the four provinces aiming to facilitate the provincial governments and education departments to prepare necessary work plans for the period of 2016-2030. It is envisaged that the provincial

authorities will be able to use the Plans to transform policy decisions into action at the ground level; and identify resources from the government and the international community in line with the Vision 2025 and SDG-4 (Education 2030).

Development of National Plan of Action is underway. UNESCO Pakistan is providing technical and financial support for preparation of NPA for Vision 2025 (Pillar 1 Goal 1). Hopefully, the plan will be launched by the end of 2017.

2. NCHD Program Support Systems

5.1. System of Monitoring and Evaluation

National Commission for Human Development (NCHD) has an independent M&E regime working across Pakistan. M&E department of the Commission is responsible for the dissemination of collated results of monitoring to the higher management for mid-course correction and policy formulation. M&E system is a crucial management tool which provides updated information on progress, problems and performance of the NCHD programs in the field. M&E facilitates and supports policymakers to make better, more informed decisions.

Objectives

- Track progress (against monthly targets) of each Program and identifying issues related to observance of inputs, processes and outputs through field monitoring in 33% program districts every month;
- Validate program outputs and verify occurrence of events/activities of each program against monthly work plan of each HDSU/program district in 100% of program districts;
- Record and report performance of each HDSU/ program district against its monthly targets;
- Review progress to determine performance trends of each program on quarterly and annual basis;
- Assess outcome/impact of each program and/or its components and attributing outcomes to causes on annual basis;
- Investigate at least two issues related to efficacy of each program or its components on annual basis.

Functions of M&E

The main objective of M&E is to devise a mechanism for all the NCHD programs with the following Monitoring & Evaluating Functions and Responsibilities:—

- Designing and implementing an M&E system across NCHD;
- Developing guidelines and providing training to concerned NCHD and stakeholder staff.
- Collecting, compiling and analyzing data on different aspects of the NCHD programs;
- Monitoring and evaluating program interventions and outputs by using various M&E tools;
- Recommending remedial measures to remove the identified gaps in interventions.
- Preparing and submitting monthly, quarterly, and annual progress reports of NCHD for day to day monitoring and disseminating NCHD achievements.

Role of M&E

Monitoring and Evaluation Regime has a crucial role to play in support of Program Design and program implementation, in terms of process and output monitoring while ensuring to add mid-course corrections and streamlining the outputs in terms of quality and quantity. Our focus also remains on outcome and impact of intervention. It also suggests necessary dynamics at every stage for ensuring high levels of professional integrity and norms.

5.2. System of Internal Audit in NCHD:

Internal auditing is an independent, objective assurance and consulting activity designed to add value and improve organization's operations. It helps organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of systems and processes through which the functions of organization are initiated, run, recorded, evaluated and reported.

The basic role of the internal audit department is to provide assistance to the Organization and other departments through the conduct of audit assignments.

Internal Audit Department functioning parallel to these, providing an insight of the areas needing attention for improvement along with suitable recommendations

Role of Other Departments and Offices

The existence of Internal Audit Department has not diminished the financial and operational responsibilities of other departments of NCHD. Primarily each department itself is responsible for the conduct and completion of its duties and responsibilities as per given TORs). The implementation of the recommendations provided by the audit department is the sole responsibility of the concerned department. Similarly continued monitoring for follow up of the implemented recommendations has been made by the concerned office / department.

The objectives of Internal Audit Department

- Internal control systems of NCHD are adequate and effective enough to provide reasonable assurance that operations are carried out efficiently and results are recorded appropriately
- Management complies with the Standard Operating Procedures
- Assets are adequately safeguarded
- Financial records are accurate, reliable, timely, complete and useful. In addition, controls over record keeping and timely reporting are adequate and effective
- Books of account reflect true and fair view and that expenses incurred are in accordance with NCHD's policy and general authorization of the management
- Ongoing monitoring of the District offices, with a primary focus on the basic functions and processes of the Organization
- Identification if loop holes if any in the current systems and procedures being followed with the suitable recommendations
- Provision of recommendations where required for the better functioning of any department and the related functions
- Reviewing operations and programs to ascertain whether results are consistent with established objectives and goals and whether the operations and programs are being carried out as planned

Internal Audit Process

Internal audit process revolves around various distinct steps required to be completed before the conclusion of the assignment. These steps can be categorized as follows:

- Audit Planning and receipt of desired information
- Holding an opening meeting with the management of the concerned department and circulation of the plan of audit
- Field work in accordance with the audit plan
- Discussion of audit findings with the management
- Issuance of draft report for management replies
- Issuance of final report to the Chairperson

5.3. Role of NCHD Media Team

Of late media has achieved immense power, therefore NCHD has used the media effectively, through its Media Wing to create an awareness for literacy, adult education, skill development, main streaming of Deeni Madaris and enrolment of out of school children.

NCHD programs and events were projected in different national newspapers, *i.e.* Dawn, The News, Nawai Waqt, Dunya, Pakistan Observer, Jehan e Pakistan, Express, Ausaf Khabrain and others.

While projecting the various meetings of NCHD, the Media Wing projected that through 164,190 Adult Literacy Centres of NCHD, 3.84 million people have been made literate and this process continues. The project has received appreciation among the people of religious community and was widely projected by the national media.

Along with electronic media, the print media also carried interviews of chairperson. Dailies Nawai Waqt, Khabrain and Jahan e Pakistan published interviews in which chairperson stressed the need of eradication and control of social evils along with enhancement of literacy.

Chairperson's presentation of NCHD Annual Report 2015 to the president was widely projected by the media, in which the president appreciated the efforts of NCHD in the field of literacy, adult education and enrolment.

The official meetings i.e. Commission meetings, Senior Management meetings and Advisory Committee meetings were also covered by the Media Wing and projected in the print and electronic media. Advertisements were also placed on special occasions in print media to high light activities of NCHD. The Media Wing issued 62 press releases during the period under review which were published in 130 newspapers.

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THE ACADEMY OF EDUCATIONAL PLANNING AND MANAGEMENT (AEPAM)

The Academy of Educational Planning and Management **(AEPAM)** is a National Level Training Institute working as a subordinate office of the Ministry of FE & PT (Education and Training). It came into existence in 1982 and was originally with the Ministry of Education (Defunct).

2. There are four important Wings of the Academy of Educational Planning and Management (AEPAM) and activities/achievements and progress of AEPAM is elaborated under these respective Wings:—

I. TRAINING WING:

Training Wing of AEPAM is responsible for Capacity Building of Educational Managers, Planners, Administrators and Supervisors from all over the country including AJK, FATA, Gilgit-Baltistan and Islamabad Capital Teritory (ICT). During Financial Year 2016-17, ***205*** Education Managers were trained from all over the country by conducting 08 Training workshops under Project namely "Educational Leadership and Institutional Management (ELIM) (Phase-IV)".

II. RESEARCH WING:

The Research Wing of AEPAM has completed two Research studies and one Training Workshop during the Financial Year 2016-17. The detail is given below:—.

(a) Financing in Education Sector (Public and Private 2013-17);

(b) Impact of Public Private Partnership on Development of Education in Pakistan

(c) 23 Education Managers were trained by conducting one week Training Workshop on "Project Cycle Management" from January 16-20, 2017 in AEPAM.

III. NEMIS Wing

NEMIS Wing of AEPAM collates and consolidates Education Statistics at National Level by maintaining a National Education Data Bank. The National Educational Data Bank has contained information about each Education Institution functioning in the country. NEMIS updates its databank annually. Usually the provincial/regional EMISs conduct Annual School Census and provide education

statistics to NEMIS for integration in its database. During Financial Year 2016-17 following are the activities/achievements and progress of NEMIS Wing:—

i. NEMIS Wing of AEPAM has published the following reports during Financial Year 2016-17:—

   a. Pakistan Education Statistics Report 2015-16;

   b. Pakistan Education Atlas 2016;

   c. District Education Profiles 2014-15;

ii. Two Technical Committee (TechCOM)/Coordination Committee (CoordCOM) meetings were conducted for finalization of database and calculation of Education for All (EFA) Indicators;

iii. 173 Education Managers were trained by conducting 08 Training Workshops during Financial Year 2016-17 at different stations of Pakistan, under the Project namely "Use of Data for Educational Planning and Management using Computer Software for Educational Managers

(Phase-II)":

S.#	Province/Region	Date of Workshop	Number of Participants
1.	FATA	20-22 October, 2016	21
2.	Sindh	07-09 November, 2016	20
3.	Punjab	12-14 January, 2017	24
4.	KPK	8-10 February, 2017	21
5.	ICT	13-15 March, 2017	18
6.	AJ&K	24-26 April, 2017	21
7.	Balochistan	08-10 May, 2017	24
8.	Gilgit-Baltistan	15-17 June, 2017	24
		Total	**173**

i. COMMUNICATION AND PUBLICATION WING:

Communication and Publication Wing coordinates and disseminates the Research and Training activities of the AEPAM and provides all types of support services *i.e.*, Information Retrieval and Dissemination, Literature Searching Documentation and Bibliographic Services, Dissemination of AEPAM Publications

and to linkages with National and International Agencies for flow of information and exchange of Literature.

The major users of AEPAM library are faculty members of AEPAM, participants of various Training Programmes, Researchers, Scholars, Post Graduate students of various universities, Resource Persons of AEPAM Training Courses/Workshops. The AEPAM library needs more and more development in future. The breakup of activities/achievements of C&P Wing of AEPAM is as under:—

i. Communication and Publication (C&P) Wing of AEPAM has received 50 publications on complimentary basis from different Educational Organizations;

ii. ***500*** publications disseminated to different Educational Institutions and Participants during Training Workshops and to Educational organizations;

iii. ***06*** AEPAM publications were assigned ISBN (International Standard Book Numbers) a unique identification number for easy retrieval in the International Database, in collaboration with Department of Libraries, Islamabad;

iv. ***500*** Books were issued to users;

v. ***79*** Books were purchased during Financial Year 2016-17.

NATIONAL EDUCATION ASSESSMENT SYSTEM (NEAS)

Introduction:

The National Education Assessment System-NEAS has been institutionalized in Pakistan at national level and provincial/area education assessment centers at provincial and regional levels. Initially NEAS and its associated centers were established as six years development project with the financial assistance of the World Bank and Department for International Development (DfID) in the year 2003. Recognizing its importance in the education system, NEAS was made a regular feature of the education system before the closure of its project life. Now it is working under Ministry of Federal Education & Professional Training and providing empirical data for decision making to policy and practice.

VISION:

Promoting quality learning among children of Pakistan.

MISSION:

To carry out fair, valid and reliable national assessments with the objective of enhancing quality, equity and access to education.

Objectives of NEAS:

- **Monitoring Standards:** how well the curricula are translated into knowledge and skills;
- **Informing Policymakers:** the extent to which geography and gender are linked to inequalities in student performance;
- **Identifying Correlates of Achievement:** the principal determinants of student performance and how resource allocation might be re-directed;
- **Directing Teachers' Efforts and Raise Students' Achievements:** assist teachers to use data to improve student performance.

Achievements during 2016-17:

National Achievement Testing - 2016

NEAS conducted National Achievement Testing 2016 over a national sample of 30,000 students from November 2016 to March 2017. The random stratified sample was designed on the basis of probability proportional to size ('PPS') sampling procedure. In addition to the students, around 3000 teachers were

also assessed at grade 4 and Grade 8 levels. For the first time, in addition to public school, the students from Basic Education Community Schools (BECS), National Commission for Human Resource Development (NCHD), Schools being run under education foundations and private sector were included in the national sample.

Conduct of national; achievement testing, marking, coding and data entry of the assessment data has been completed and the analysis is in progress. The report of NAT 2016 will be published soon.

For this mega activity, the following steps were taken during the financial year 2016-17:

- Finalization of samples for the study.
- Training of around 3300 test administrators (TAs) across the country.
- Conduct of national assessment activities in 1500 schools.
- Assessed 15,000 students at Grade 4 level in the subjects of Urdu/Sindhi (Reading and writing) and Mathematics.
- Assessed 15,000 students at Grade 8 level in the subjects of English (Reading and writing) and Science.
- Assessed 3,000 teachers at Grade 4 and 8 levels.
- Trained 35 teachers in marking and coding of English and Urdu/Sindhi Reading test
- Conducted item review workshop for 15 experts, where the experts participated across the country.
- Provision of stationary items to be distributed among the sample of 30,000 students and 3000 teachers.

- Printing of 145,000 assessment tools through Printing Corporation of Pakistan.

The findings of this study would provide important recommendations to the stakeholders, which will ultimately help policy making to fill the gaps in the education system informed.

May 19, 2017: Closing Ceremony of Five Days Workshop on SPSS organized by NEAS in National Institute of Psychology, Quaid-i-Azam University, Islamabad.

Establishment of National Research Centre for TIMSS

Trends in International Mathematics and Science Study; TIMSS is an international educational assessment study where more than 73 countries of the world participate after every four years.

To carry out TIMSS, National Research Centre has been established at NEAS. According to schedule the preparation for Field Test (Pilot test) is in progress and shall be conducted in April, 2018.

FEDERAL BOARD OF INTERMEDIATE AND SECONDARY EDUCATION (FBISE)

The Federal Board of Intermediate and Secondary Education (FBISE), Islamabad, was established in 1975 by an Act of Parliament of Islamic Republic of Pakistan. The Board exercises powers conferred on it by or under this Act in respect of the institutions within country and abroad, as seek affiliation of the Board.

The main objective of the establishment of the Board is to hold and conduct examinations at Secondary School and Higher Secondary School levels regarding those institutions which stand affiliated in the fold of FBISE, Islamabad

FBISE Structural Reforms 2014-16: A Success Story

Driving Force

Sub-standard quality of high stake examinations coupled with non-standardized examination output of various boards at secondary and higher secondary school levels as serious concern of employers in recruitment, universities for admission and policy makers in national bench marking of educational system. Ultimate erosion of public trust in inland examination system and their increased inducement to alternate examination system offered by foreign examining bodies as threat. So what we need is to stitch ignored but desired qualitative attributes in the existing examining mechanism to rebuild confidence in inland examination system and hedge against outflow of foreign exchange and reduction in horizontal educational inequality.

Major Initiatives Undertaken

FBISE is the unique examination board of Pakistan having its nation-wide and global operations in 14 different countries. Vast jurisdiction necessitated improvement in:

Sr.#	Objective	Sr.#	Objective
1.	**Remote and trouble free access to its services on one hand to cater needs of remote and far flung areas using IT tools**	2.	**Improvement in quality, reliability and transparency of its examination system through a well designed rigorous capacity building program**
3.	**Revisit of rules, processes, functions, their monitoring and periodic appraisal through defined KPIs to transform FBISE as Showcase of Good Governance for others to follow**	4.	**Sharing of developed expertise and technology with other ex amination boards of the country for improvement and standardization of examination system at national level**

To improve overall functioning in both short and long run, a well defined multifaceted holistic approach addressing academic, administrative, technical and financial aspects based on the canons of clarity, brevity, simplicity, certainty, convenience and economy have been defined and being executed coherently as summarized below:

1. ACCESS

Remote trouble-free access through Value Chain e-Solutions and One Window Operations for efficient, reliable & transparent pre-and-post examination services through:

A. Value Chain e-Solutions

i	Online Fee Payment	ii	Online Registration
iii	Online Admission	iv	Online Roll Number Slip & its Correction
v	Online Intimation of Results	vi	Online Paper Rechecking Application
vii	Online Duplicate Marks Sheet	viii	Online Application for Migration Certificate
ix	Online Verification of Documents	x	Online Application for Change of Subjects
xi	Online Verification of Doc uments	xii	Online Application for Cancellation of Result
xiii	FBISE Mobile App	xiv	SMS Alert
xv	Online Chat Room	xvi	Online Appointment with Senior Management

Online Chat Room is so effective that there is no need to visit FBISE office or to make call or write and email and wait for reply. Just visit www.fbise.edu.pk and seek the desired information directly from staff dedicated for the purpose. Online Chat Room remains responsive from 0800 - 2400 hrs during seven days a-week. Documents applied through online are sent to the client through courier services within 24 hours with electronic intimation at each step. i.e. acknowledgment of application, approval or discrepancy, postage detail etc.

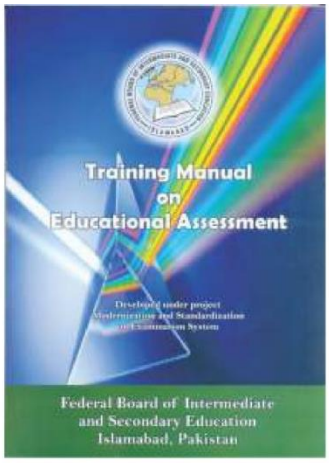


B. One Window Operations

To provide prompt and trouble free access to various services of board, a state of the art One Window Cell (OWC) equipped with following facilities is serving the visitors :

i	Queue Management System (QMS)	ii	Separate Reception @ Delivery Counters
iii	KIOSK machines for self help to prepare and print applications	iv	Dedicated counters for ladies & senior citizens
v	Bank and Post-Office Counters	vi	Tuck Shop, photocopier and clean drinking water fountain
vii	Dedicated Waiting Area & Wash Rooms	viii	Dedicated Computer Work Stations equipped with Cameras for online submissions
ix	**No Concept of Tomorrow**	x	**95 percent services rendered within 30 minutes**

ii. Development of two Training Manuals in collaboration with foreign and local experts. The documents prepared under supervision of Professor Norman Reid, University of Glasgow bring together numerous findings from carefully conducted research to provide a picture of ways forward for assessment.



iii. Instructional Guides contain revisited and elaborated SLOs of each topic at more disaggregated or micro level aimed to move from rote learning to higher cognitive levels to meet 21st century skills.

iv. Capacity Building include training of Master Trainers, Examination Staff, Educational Managers, Board Employees, etc. by the local and foreign experts from April 2016 onward participated by paper setters, markers and examination supervisory staff of FBISE, other BISEs of the country and from Deeni Madaris. All such developed facilities and expertise have been offered to all BISEs of the country for their development and standardization of examination system at national level. Detail of trainees and duration of each training completed till March 2017 is as under:

- 35 Master Trainers (Two trainings of 05 full days each - one by local and one by international experts)
- 753 Paper Setters/Markers in 24 trainings of 05 full days
- 200 Educational Managers in 06 trainings of 04 full days
- 200 FBISE Employees in 06 trainings of 03 full days

v. Departure from Pencil to Pixel through Online Examinations and E Marking (OMR/OCR & On Screen) for valid and reliable marking through qualified staff across the country as pilot test from Supplementary Examination 2017.



vi. Revisit of SLOs to elaborate each topic at more disaggregated or micro level to develop teaching guide aimed to move from rote learning to higher cognitive level by developing instructional guides in selected subjects at the first instance.

vii. Revisit of outmoded academic rules in conformity to changed scenario with focus on canon of simplicity, convenience, certainty and economy.

viii. Panel marking (compulsory & science subjects) to reduce variance amongst examiners and enhancement of monetary compensation of supervisory and assessment staff up to 30 percent to attract highly qualified and experienced persons for qualitative improvement.

ix. Reconstitution of academic committee and committees of courses as per proviso of Act and Regulations for advice on academic matters. These committees were nonexistent since 2002.

x. Development of a set of four multiple objective papers, initially for compulsory and science subjects aimed to improve transparency and fairness during examination.



Training of Master Trainers by Prof. Norman Reid, University of Glasgow

xi. Gradual Departure from rote learning to higher cognitive levels and publication of Examiners' Reports for quality of examination and guidance for teacher-students t prepare for examinations effectively.

xii. Reduction in number of sub-standard examination centers by administering papers of compulsory subjects into two groups, initially at HSSC levels.

xiii. Development Of Question Item Bank and reduction in number of sub-standard examination centers etc for enhanced validity and reliability of examinations.

xiv. GIS Mapping and Ranking of all affiliated institutions on basis of on-ground survey through a comprehensive structured questionnaire covering physical and human resources, facilities, academic environment, pedagogy, examination output etc. aimed to educate the public in choice of right institution, effective monitoring and promotion of healthy competition in qualitative improvement of overall education system. This is first ever step of this nature on the analogy of HEC.

xv. Online Parent-Students Feedback mechanism for academic audit of affiliated institutions for continuous monitoring and improvement. This is first ever step of this nature recognizing the importance of students and parents in decision making process.

xvi. Initiation of "Certification on Educational Assessment" as pre-requisite to be on roll of FBISE as Examination Staff either by professional teachers or non-teachers but highly qualified persons to be started from summer vacations 2017.

xvii. Establishment of purpose built examination centre coupled with central laboratories, library and sports facilities in different areas for fair and transparent testing in conducive environment and promotion of science and sports culture at school level where these facilities are not available, initially in ICT and gradually to other regions of jurisdiction. Tangible progress has already been made towards acquisition of land from CDA/FDE and requisite funds.

3. GOVERNANCE



i. Stringent fiscal management to divert resources from non-development to developmental expenditures

ii. For administrative discipline, developed detailed key performance indicators (KPIs) for each section of FBISE stitched with schedule/ time frame for each activity over the year quantifiable in well defined measuring units/yardstick along with mechanism of regular surveillance and periodic appraisal for

improved governance. Every section plan it's all activities to meet the defined targets well in time to improve measuring units.

iii. **Reconciliation** of Board's accounts electronically

iv. **Acquisition of development project** of Rs. 50 millions

v. **Biometric attendance system** to ensure punctuality and regularity of the employees.

vi. **Door step delivery** of application package to failed students

vii. **Digitization/computerization** of old record for efficient online services

viii. **Complaint box** at One Window Cell under direct control of Chairperson.

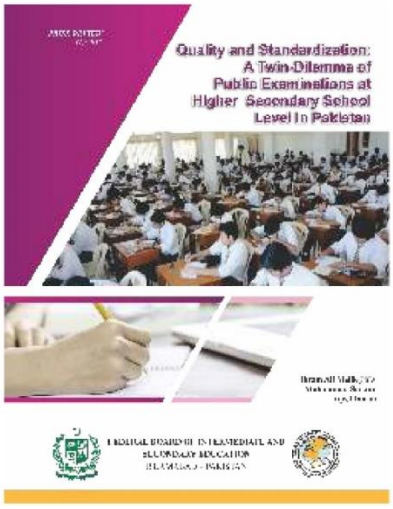


ix. **Comprehensive Integrated Software** stitching all sections of board aimed to document every transaction, activity, transparency, prompt disposal of services, avoid duplication of work, reduction in consumption of papers, etc. Project is designed with single input and multiple output.

4. STANDARDIZATION OF EXAMINATION SYSTEM

To improve and standardize the examination system at national level, following initiatives have been undertaken:

I. **Research Study** titled "Quality and standardization: A twin-dilemma of public examinations at higher secondary school level in Pakistan" has been conducted with following rationale:



Desired but ignored qualitative attributes of educational assessment in Pakistan have always been a matter of great intellectual concern. Apart from sub-standard quality of high stake examinations; non-standardized examination output of multiple examining bodies is another serious concern for employers in recruitment, universities for admission and policy makers in national bench marking of educational system. To hedge against erosion of public trust and rebuild confidence in inland examination system, these concerns call for immediate attention of researchers. However, there is great dearth of literature on these issues in Pakistan's perspective. Very few published / unpublished studies cited in preceding paragraphs in context to Pakistan have used limited data, range of

coverage and measures of analysis. These studies are usually confined to the data of an individual examining body or entry test's score of a professional university without considering the nature of such pattern and trends at sub-national or national level. According to our knowledge, this research endeavour for the first time examines the qualitative aspects of question papers administered by various examining bodies and their comparison with international standards; consistency in students' performance in entry test of reputed professional universities of the country in relation to result of examining bodies at national and sub-national/regional levels; relationship amongst various correlates of consistency in performance; and, ranking of various examining bodies on these parameters at sub-national and national levels.

The results have provide valuable insights to precisely locate the position of each board of country in terms of defined qualitative attributes of examinations to help frame new region/board specific policy matrices to improve and standardize examination system at SSC and HSSC levels in Pakistan.

ii. Two National Conferences (in April and December 2016) of Controller of Examinations and IT heads of all BISEs were organized to weed out anomalies in function, procedures and rules amongst all boards of the country and move towards standardization through IBCC forum for which a committee of IBCC has already been constituted.



A view of inaugural session of conference of Controllers and IT heads of all BISEs

iii. Capacity Building of various boards of country through participation in training workshops of FBISE for paper setter, markers and examination staff and sharing of technology developed. To scale-up this capacity building program, all boards of the country have been offered to hold free training workshops for their paper setter, markers and examination staff by FBISE Master Trainers in their respective region. Moreover, developed training material, sophisticated software and online applications have also been offered free of cost for their modernization and standardization as per aspirations of Ministry of Federal Education & Professional Training and Ministry of Planning, Development & Reform.

iv. National Examination Reforms Committee dully participated by all provinces and area governments has been constituted by the Inter-provincial Education Ministers Conference (IPEMC) for uniform structural reforms across all examination boards of the country ***on the analogy of FBISE to improve and standardize national examination system.***

(b) FUTURE PLAN

- Comprehensive and rigorous training program for Paper Setters, Markers (Head and Sub examiners), Examinations' Supervisory Staff, Educational Managers etc. on regular basis and development of trained staff for examination activities for qualitative improvement;
- Application of GIS System for management/monitoring of affiliated institutions and establishment of Examination Centre(s);
- Academic audit of the institution incorporating students – parents' feedback mechanism;
- Ranking of affiliated institution in terms of resources, facilities, steps to quality of education, students – parents' feedback etc. through on ground comprehensive survey and physical verification;
- Mail tracking system for monitoring, control and tracking of applications by concerned stakeholders;
- Revamping of examination system, including test items' bank development, online practice exercises, e-marking, analysis, development and publication of Examiners' Reports etc. and transfer of technology to sister educational boards;
- Establishment of purpose built examination centre coupled with central laboratories in different areas for fair and transparent evaluation in conducive environment and promotion of science culture at school level; and
- Establishment of Regional centre(s) at Provincial Headquarters.

FEDERAL BOARD OF INTERMEDIATE AND SECONDARY EDUCATION, ISLAMABAD

Federal Board of Intermediate and Secondary Education (FBISE) have been entrusted with a Project tilted "Modernization and Standardization of Examination System"

Project's Title	Modernization and Standardization of Examination System
Funded by	Ministry of Federal Education and Professional Training

Executed by	FBISE – Islamabad
Project Duration	Two Years
Budget of the Project	49.996 Million Rupees
Beneficiaries	All SSC & HSSC students of the country in general & FBISE in particular
Idea of the Project	The idea of the project was conceived by Engr Muhammad Baligh ur Rehman, Minister of State for Federal Education and Professional Training.

FEDERAL BOARD OF INTERMEDIATE AND SECONDARY EDUCATION, ISLAMABAD

STATISTICS OF STUDENTS APPEARED, PASSED IN ANNUAL EXAMINATIONS, 2017

EXAM	MALE APPEARED	MALE PASSED	FEMALE APPEARED	FEMALE PASSED	TOTAL APPEARED	TOTAL PASSED
SSC-I	55,761	33,447	41,890	31,773	97,651	65,220
SSC-II	46,555	36,853	38,582	34,278	85,137	71,131
HSSC-I	30,649	15,912	30,308	20,011	60,957	35,923
HSSC-II	28,100	19,160	29,077	23,349	57,177	42,509

NATIONAL TRAINING BUREAU (NTB)

National Training Bureau (NTB) was established in 1976. It is an attached department of the Ministry of Federal Education and Professional Training. Its mandate is to regulate, promote and expand the base of vocational training system all over the country and provide training to the potential workers according to labour market needs. It is also responsible for **setting skill standards** and **developing curricula** for various vocational trades, **affiliation of vocational institutes, trade testing & certification of skilled workers, Training of Trainers and training of youth.** NTB is ISO 9001 certified organization. The organization is offering competency based training courses for male/female youth and instructional staff of TEVT system.

Following activities / projects have been carried out during the 2016-17.

TRAINING ACTIVITIES.

i. "Training of Trainers" (TOT)

National Staff Training Institute (NSTI) provide training for upgrading the skills of the instructional staff all over the country as well as AJK. The courses comprised on 06-months, (Basic Training) 03-months (Skill Up-gradation) and 01-month (Advance Level). During the year 2016-17, **total 324 instructors have been trained.**

ii. "Trade Testing & Certification (TT&C)" for Skill Workers from Public and Private Sectors.

This particular training involves Trade Testing & Certification of the trainees who are getting training in the training Centres / Institutions as well as those skilled worker who gained skills and knowledge through informal sector in the market or industry. During the 2016-17, **total 9776 trainees/Skilled Workers have been Trade Tested & Certified in different skills/trades.**

The **affiliated institutes numbers to 34** wherein vocational Courses conducted in the supervision of NTB and Exams / Trade Testing taken thereof.

iii. Training Courses for youth at NTB Campus (Technical Training Centre).

TTC is imparting regular training courses in different trades ranging duration of 3 months, 6 months and one year, according to the need of

the employment market. Courses were offered in 22 different vocational and technical trades. During the 2016-17, **total 2000 trainees have been trained.**

iv. <u>Construction of Hostel Building for 100 persons in NTB. Complex Islamabad.</u>

The Project of Hostel for 100 persons approved at a cost of Rs.233.338 Millions has been completed. The inventory of items furnished by Pak PWD is being sorted out with PC-I provisions for completion of handing over & taking over. PC-IV is also being prepared / finalized for further functioning of Hostel / recruitment of staff.

FUTURE PLANS

The details of training programmes for the year 2017-18 are as under:—

i. Trade Testing & Certification of more than 50,000 skilled workers/ institutional training.

ii. Training of 300 master trainers of TEVT system

iii. Training Courses in 18 different vocational trades for 2200 youth at NTB Campus (Technical Training Centre) including NAVTEC courses in 10 different marketable trades.

iv. Submission of PC-I for construction of boundary wall of NTB Complex / Premises.

v. Activation of training project titled "M/s. Ali Hazza & Company" to impart training in construction related fields / trades.

vi. Activation of training project titled "M/s. MACKO" to impart training in construction related fields / trades including safety Courses.

vii. Proposal is underway to start / manage language Courses in English/ Arabic / Chinese / Korean /Japanese for skilled workers.

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NATIONAL TALENT POOL

By considering the significance of highly qualified professionals in the economic development of a country, a need was felt to establish a set up exclusively meant for collecting and maintaining the records of technical and professional individuals of the country for manpower planning. Resultantly the National Talent Pool (NTP) was established, in 1976 under the administrative control of the then Ministry of Labour and Manpower. Later on, another high valued task was also assigned to National Talent Pool titled "Regular Visits of Pakistani Experts Positioned Abroad to Pakistan". After 18th constitutional amendment, National Talent Pool is working under the administrative control of the Ministry of Federal Education and Professional Training.

Since its inception, National Talent Pool has been collecting particulars of Highly Qualified Pakistanis for manpower planning and utilizing the expertise of Highly Qualified Expatriate Pakistani Professionals in the capacity building of the host organizations of the country.

Mandate of National Talent Pool

According to 1973 Rules of Business, the mandate of National Talent pool is given as:

- Stocktaking in highly qualified and skilled personnel; National Talent Register.
- Scheme of regular visits to Pakistan of qualified experts positioned aboard excluding scheme for "Retransfer of Technology".

Vision:

To contribute towards national economy of Pakistan by arresting brain drain and encouraging innovation by local & expatriate Pakistani Professionals.

Mission:

To take advantage of expertise and innovation of Highly Qualified Pakistani Professionals for human resource development and capacity building of institutions/ organizations.

Functions:

Now-a-days, the NTP is a small but efficient institution, executing/ implementing following functions:

- To arrange and collect personal data and details regarding Highly Qualified Pakistanis (Inland and Abroad).
- To reduce the impact of brain drain through short to long term visits of Expatriate Nationals to Pakistan.

National Talent Pool has diversified groups of stakeholders including Pakistani Universities, Professional Bodies and Production Units.

(a) Detail of the Activities, Achievements and Progress during the Preceding Financial Year Giving Only the Unclassified Information that can be used for reference purposes.

As foregoing, data compilation of Highly Qualified Pakistanis is a continuous activity and now NTP has revived with meager resources the task of collecting information with the aim to publish inventories in different disciplines along with its worldwide circulation. Since NTP has to collect data of employed (either in public or private set up) or unemployed (whether they are seeking for work or not but still they are highly qualified) persons, therefore in the first phase, Public Sector of Pakistan has been taken on board. For this, all Ministries/ Divisions/ Departments at Federal and Provincial level have been approached and conveyed them the functions and vision of the organization. The progress of a country is determined through its ability to prepare for the constantly changing technological advancement in different sectors of the economy. This advancement of technology also calls for investment in human resource development. Over the years and so far the successful participation of the expatriate Pakistani professionals through the platform of NTP is playing a tremendous role in the institutional capacity building, and development of human capital of the country. This transfer of knowledge and technological advancement through the consultancies of expat Pakistani professionals can be seen in improving standards related with areas like health, education, facilitation in necessities of life, strengthening institutional governance, environment, and management of hazardous materials etc.

b) The programme of Activities and Targets set out for itself during the preceding Financial Year and the Extent to which they have been realized:

The plan for the year 2016-17 along with activities to execute these plans is summarized in the detail given below:

Plan of Activities for the Year 2016-17	The Extent to which these Plan of Activities have been Realized
• Arrangement of data collection activities through creating awareness among targeted audience from both public and private sectors by means of correspondence and meetings etc.	In the first phase to revive the data collection activities public sector of Pakistan (at both Federal and Provincial level) has been approached through correspondence.
• Nomination of focal persons institutionally and geographically related to public and private sector shall be made. At the provincial level NTP representation through provincial departmental section officers, Assistant Directors will be managed in order to attend /conduct meeting in pursuance of the mandate of NTP.	Nomination of focal persons has been made at Federal and Provincial levels to acquire the desired feedback on prescribed proformas as per mandate of the organization.
• Category wise availabilities and requirements of the human resource in the country may be made through collected data.	The collected information, which is being received in the form of prescribed formats, is in the process of automation in order to make category wise availability of local experts related with different fields. And the same may be provided to host and donor organizations on demand.
• To help in administrating of ongoing activities in various disciplines through the placement of expatriate Pakistani professionals for feasibility planning on critical issues of the country.	Eminent Expatriate Pakistani Scholars were invited to Pakistan in diversified fields including, Petroleum Engineering, Decision Sciences, X-Ray, Crystallography, Soil Sciences,

• To arrange visits of expatriate Pakistani professionals for short to long-term placement in various institutions of the country. • Making arrangements of specialized lectures, seminars / workshops / symposia and training courses in host organizations. • Realization of a practical project, such as a laboratory, setting up a production line or selecting and installing equipment. • Advice on policy issues and technical matters to implement top priority sector programmes.	Image Processing and Computer Graphics, Bio Statistics Education and Consulting, Risk Analysis, Disease Modeling, Poultry Nutrition, Veterinary/Animal Sciences, Applied Nuclear Chemistry & Physics, Traffic Engineering, Molecular Genetics, Periodontology, Pediatric Neurology etc., on short to long term assignments for capacity building of local institutions.

(c) Detail of the Achievements of the Activities in Statistical Form:

Activities	ACHIEVEMENTS
Database of Host Organizations.	220
Database of Highly Qualified Professionals (with in Pakistan)	2916
Database of Highly Qualified Overseas Pakistanis.	24
Consultancies/Visits undertaken by Highly Qualified Overseas Pakistanis(Annex-A)	14

LIST OF EXPATRIATE PAKISTANI PROFESSIONALS

VISITED UNDER PPQP PROGRAMME (2016-2017)

Sr. No	Name, Designation and Address of Consultants	Field of Specialization	Host Organization	Duration of visit
1.	Dr. Mubeen Rafay, Associate Professor & Pediatric Neurologist, Department of Pediatric & Child Health, University of Manitoba, Winnipeg, **Canada.**	Pediatric Neurology	Dow University of Health Sciences, Karachi.	2-Weeks 11th - 23rd July, 2016
2.	Prof. Dr. Khalid Almas, Professor, Division of Periodontology, University of Dammam College of Dentistry Damam, Kingdom of Saudi Arabai. **Saudi Arabia.**	Periodontology in Public Health (Health Care)	University of Health Sciences, Lahore	1- Week 12th -18th July, 2016
3.	Dr. Hamid Rahman Professor School of Management Alliant International University 10455 Pomerado Road San Diego, CA 92131, **USA.**	Finance	Department of Management Sciences, Hazara University Mansehra.	3-Week 1st -16th August, 2016
4.	Dr. Aisha Y. Malik 15 Smythe Grove, Warwick, CV34 5SE, **UK.**	Bioethics/ Medical Ethics/Public/ Health Behavioral Sciences and Hematology	University of Health Sciences Lahore.	5-Week 25th July, 24th August, 2016.
5.	Dr. Saeed Ur Rahman, Senior Scientist, (Postdoctoral Associate) Department of Oral Biology, School of Dental Medicine, State University of New York. **USA.** Email: saeedrah@buffalo.edu Saeedbio80@gmail.com	**Molecular Genetics**	Abdul Wali Khan University Mardan. & International Islamic University, Islamabad.	3+1=4Weeks 15th September, 2016 to 15th October,2016

6.	Mr. Imran Muhammad, MRTPI, Associate Professor, Resource & Environmental Planning Programme Coordinator School of People, Environment & Planning Massey University | Private Bag 11 222, Palmerston North 4442, New Zealand Tel: +64 6 356 9099 ext. 83848 i.muhammad@massey.ac.nz | www.massey.ac.nz	Traffic Engineering	COMSATS Institute of Information Technology, Wah Cantt	2-Weeks 15th September, 2016 to 5th October,2016
7.	Prof. Dr. Syed Muhammad Qaim, Advisor and Professor INM-5: Nuclear Chemistry Research Centre, Julich 52425 Julich, **Germany.** Email: s.m.qaim@fz-juelich.de	Applied Nuclear Chemistry & Physics	Government College University, (GCU), Lahore.	2-Weeks 12th to 30th November, 2016
8.	Dr. Kamran Jahangir, Director Of Bank Street Animal Hospital, Professional Corporation, Ottawa, Ontario, **Canada.** Email: drkamj@yahoo.com drkamj@gmail.com	**Veterinarian**	University of Veterinary and Animal Sciences, Lahore.	4-Weeks 17-10-2016 to 06-11-2016
9.	Dr. H. Anwar Ahmad, Tenured Professor, Jackson State University, **USA.** Email: hafiz.a.ahmad@jsums.edu	**Bio-statistics Education and Consulting, Risk Analysis Disease Modeling Poultry Nutrition**	University of Veterinary and Animal Sciences, Lahore.	3-Weeks 12-12-2016 to 03-01-2017
10.	Mr. Shahid Khawaja Khurshid, Physical Scientist, Research, Department of Environment & Climate Change, Ottawa, Ontario, **Canada.** Email: kshalid@yahoo.com	**Soil Science**	Department of Water Management, The University of Agriculture, Peshawar.	4-Weeks 19-12-2016 to 17-01-2017
11.	Dr. Masood Pervaiz, Senior Instructor, University of Calgary, Calgary, Alberta, **Canada.** Email: parvez@ucalgary.ca	**X-Ray Crystallography**	University of Agriculture, Faisalabad.	3-4 Weeks 07-11-2016 to 02-12-2016

12.	Dr. Hassan Qudrat Ullah, Associate Professor, School of Administrative Studies, York University 4700 Keele Street, Toronto, ON, M3J 1P3, **Canada.** Email: hassanq@yorku.ca	**Decision Sciences**	Hazara University Mansehra, Khyber Pakhtunkhwa. COMSATS Institute of Information Technology, Lahore.	2-Weeks 27th November, 2016 to 3rd December, 2016 5th-12th December, 2016
13.	Mr. Asfandiar M Ansari, Head Reservoir Engineering, RAS GAS Company, Doha, P.O Box 24200, **Qatar.** Asfandir.ansari@rasgas.com.qa	**Petroleum Engineering**	NED University of Engineering and Technology, Karachi.	3-Weeks 13-12-2016 to 30-12-2016
14.	Muhammad Sarfraz V. Dean of Research and Graduate Studies, Department of Information Sciences, College of Computing Sciences and Engineering, Kuwait University, P.O Box No. 5969, Safat 13060, **Kuwait.** Email: prof.m.sarfraz@gmail.com Muhammad.sarfraz@ku.edu.kw	**Image Processing and Computer Graphics**	Lahore College for Women University (LCWU), Lahore	3-Weeks 12-01-2017 to 03-02-2017

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PAKISTAN MANPOWER INSTITUTE

Introduction:

The Pakistan Manpower Institute was established is 1975 and is an attached department of Ministry of Federal Education and Professional Training .Pakistan Manpower Institute is one of the leading training organizations in the country having a mandate to impart training to the managers and executives of public and private sector organizations of Pakistan in the field of Human Resource management (HRM), Human Resource Development (HRD), Human Resource Planning (HRP) and other related issues of national and international significance.

The developing countries in general and Pakistan in particular, have overemphasized the role of physical capital formation in the growth process; relatively very little reliance is placed on the human capital formation for realizing the objective of economic development. In recent years, a new thinking has emerged which has led to the realization that without seeing the strategic role of human factor in socio-economic change, the development policy may lose its proper general orientation and may fail to achieve socially meaningful and efficient progress.

In order to provide systematic and comprehensive basic policy measures, it is necessary to place top priority to the development of human resources and their gainful absorption in their overall development programs. Human resource development is not only an instrument for development but also the objective of the economic development process. Due to severe physical and financial constraints, a target group needs be identified and adequate budget allocation be ensured for human resource development to give it appropriate recognition within the context of national development plans.

It goes without saying that human resource holds central position in all developments of today's world. But, at the same time, it is highly regrettable that realization of the significance of human resource development was not paid due attention in the past in third world counties in general and in our country in particular. The result is that we are lagging behind the rest of the world. However, it is encouraging that keeping in view the fact that a developed human resource ensures economic development process manifolds, a due attention is being paid to this aspect of national development. The institute is working in collaboration with national and international institutions to provide training, ensuring better skill development through the utilization of human resource available in Pakistan and providing research services to Government departments, public corporations and private establishments.

PMI has the honor of providing absolutely free of cost training throughout the year. Highly skilled and renowned resource persons, having national and international exposure and up-to-date knowledge of their respective fields are engaged by PMI for conducting training. The duration of the training programs offered by PMI vary between 3 to 4 days.

Vision

To make Pakistan Manpower Institute commercially viable and functionally stable and sustainable progressive training body committed to gain a reputation of excellence in delivering quality training.

Mission

To make Pakistan Manpower Institute an impact training Institute through seeking Public-Private partnership, collaborations, Joint ventures and exploring new ventures for possible interventions for providing quality learning experiences for individuals, organizations and industry through innovative and customized training in vibrant disciplines helpful in career advancement and professional development.

Aims & Objectives

The PMI is dynamic training and research organization, working for the provision of training and to suggest remedies to the stakeholders with evidence based- research work. PMI carries forward its mandate under the following aims and objectives:

- To maintain PMI for training of employees of public and private sector organizations and do relevant research work as the Federal Government may determine;
- To provide advanced knowledge concerning ways and means for better utilization of Human Resource Development in Pakistan;
- To provide advanced training in professional techniques for manpower planning and administration;
- To promote a broad perspective of requirement of trained manpower for economic development in different fields;

- To provide manpower research services to Government departments, public corporations and private establishments;

- To stimulate interest in manpower problems generally, and to cooperate with and assist other manpower research agencies, institutions or professional associations; and,

- To cooperate with international agencies engaged in manpower research and arrange for inter-changes of personnel, materials and data.

Methodology

PMI's working methodology for training and conducting research is very simple. To achieve the objectives, the institute is implementing its Annual Work Plan (AWP), covering the following three major areas:-

- Organizing short Training Courses for the officers and executive of public and private sector organizations.

- Conducting seminars, conferences, workshops and panel discussions.

- Conducting research and collecting data related to the current socio-economic issues, human resource development, its utilization and management.

Training and Research achievements

PMI aims at developing the professional workforce of Pakistan by exposing them into new vistas of administrative talent, professional skills and new scientific and technical profiles of the working ethics. Since its inception the Institute has organized 581 training courses/seminars/workshops on themes of national significance in human resource development and planning which were attended by more than 20460 managers and executives of public and private sector organizations.

Performance Review

The PMI has been contributing since 1975 in national development through developing human resource for public & private sectors. Mid-level management of public & private sector organizations is equipped at PMI with the latest emerging trends in the field of general management and project management.

PMI has achieved all its planned goals well in time in the FY 2016-2017. The training courses and workshops target achievement remained 100% with a very encouraging participation response. The Institute conducted 48 training programs in total whereby it trained 1884 participants coming from divergent organizations. The total outcome of the institute during this period was 16 % of the accumulated output of the institute since 1975. The tables at pages 07-31 reflect the detailed performance of Financial Year 2016-2017.

Revival of Research

Research work is an integral part of PMI to support training. Since the establishment of PMI, the following research related activities were done so far related to human resource and employment issues:

i. 22 Research Studies
ii. 18 Reports
iii. 57 Research Papers

PMI ensure that training courses are conducted on topics which are market driven and are need of the time. This is done through doing thorough brainstorming sessions and exploring different sources for training contents and need identification. Since 2009 onward research wing of PMI was default. During the FY 2016-2017, the research activity has been revived whereby a research study on "Edhi Foundation in Pakistan" has been initiated. The key point in conducting research work under PMI is to ensure organizing training courses in the weak and grey areas in the light of collected data and recommendations.

Exploring new avenues for up gradation of PMI:

- Working on collaborations with possible partners for training and Research activities under MOU whereby recently meeting has been done with Maj. General Khalid Amir Jaffery President Center for Global and Strategic Studies (CGSS) regarding possible areas where CGSS and PMI can collaborate with the special focus to reap maximum benefit from CEPEC related training and research opportunities

- Initial working on Launching PMP certification training to make Institute commercially viable and financially sustainable

- Launching market driven IT training courses

Way Forward

- Promoting PMI good will and image through national print & electronic media.
- To explore avenues for making Institute commercially viable and financially stable.
- To collaborate actively with government organizations at federal & provincial level.
- To establish strong public and private partnership (PPP).
- To coordinate with developmental partners/donors/ national & international non- governmental organizations.
- To expand the training facility by adding to existing training related paraphernalia.
- To establish state of the art computer lab.
- To revive research activities of the Institute.

TRAINING WORKPLAN FOR THE FINANCIAL YEAR-2016-17

The Institute has organized forty-eight (48) training courses/workshops in the financial year 2016-17.

Sr. No.	Training Title	Duration
1	Emotional Intelligence (Workshop)	18-20 July, 2016
2	Project Planning & Risk Management (Training Course)	19-21 July, 2016
3	Application of Project Management in MS Project (Training Course)	25 -27 July, 2016
4	Effective Communication Skills (Workshop)	26 -28 July, 2016
5	Conflict Management (Workshop)	8 -10 Aug, 2016
6	Application of Project Management in MS Project (Training Course)	15 -17 Aug, 2016
7	Team Building Skills (Seminar)	22 -24 Aug, 2016

Sr. No.	Training Title	Duration
8	Project Integration & Quality Management (Training Course)	29 -31 Aug, 2016
9	Leadership in 21st Century (Workshop)	05 -07 Sep, 2016
10	Triple Constraint (Scope, Cost, Time) Management in Project (Training Course)	06 -08 Sep, 2016
11	Effective Time Management (Workshop)	26 -28 Sep, 2016
12	Application of Project Management in MS Project (Training Course)	27 -29 Sep, 2016
13	Negotiation Persuasion & Influencing Skills (Training Course)	3-5 Oct, 2016
14	Application of Project Management in MS Project (Training Course)	17-19 Oct, 2016
15	Human Resource Management (Workshop)	24-26 Oct, 2016
16	Project Resource Management (Training Course)	25-27 Oct, 2016
17	Strategic Vision (Workshop)	01-03 Nov, 2016
18	E Filling of Income Tax for Officers (At ZTBL staff Collage) (work-shop)	08 Nov, 2016
19	Change Management (Workshop)	21-23 Nov, 2016
20	E Filling of Income Tax for Officers (At ZTBL staff Collage) (Work-shop)	22 – Nov , 2016
21	Emotional Intelligence (At ZTBL staff Collage) (Workshop)	23 – Nov , 2016
22	E-filing of Income Tax Returns (Training Course)	28-30 Nov, 2016
23	PPRA Rules (Training Course)	05-07 Dec, 2016
24	Blue Ocean Strategy (Training Course)	12-14 Dec, 2016
25	Diversity Management at Work Place (Workshop)	19-21 Dec, 2016
26	Protection against Harassment of Women at Work Place Act, 2010 (Workshop)	19 Dec, 2016
27	Protection against Harassment of Women at Work Place Act, 2010 (Workshop)	20 Dec, 2016
28	Application of Project Management in MS Project (Training Course)	26 -28 Dec, 2016
29	Protection against Harassment of Women at Work Place Act, 2010 (Training Course)	02 -04 Jan, 2017

Sr. No.	Training Title	Duration
30	Improving Personal Effectiveness (Training Course)	09-11 Jan, 2017
31	Application of Project Management in MS Project (Training Course)	16-18 Jan, 2017
32	Public Sector Financial Management in Pakistan (Training Course)	23-25 Jan,2017
33	Managing employee Motivation at Work Place (Training Course)	1-3 Feb, 2017
34	Application of Project Management in MS Project (Training Course)	6-8 Feb, 2017
35	Anger & Stress Management (Training Course)	13-15 Feb, 2017
36	Effective Time Management (Training Course)	20-22 Feb, 2017
37	Improving Personal Effectiveness (Training Course)	06-08 Mar, 2017
38	Assertiveness Skill (Training Course)	13-15 Mar, 2017
39	Communication & Presentation Skills (Training Course)	20-22 Mar, 2017
40	Application of Project Management in MS Project (Training Course)	27-29 Mar, 2017
41	Problem Solving Skills (Training Course)	3-5 Apr, 2017
42	Application of Project Management in MS Project (Training Course)	10-12 Apr, 2017
43	Team Management Skills (Training Course)	17-19 Apr, 2017
44	Human Resource Management (Training Course)	24-26 Apr, 2017
45	Commitment of Employees (Training Course)	2-4 May, 2017
46	Conflict Management (Training Course)	8-10 May, 2017
47	Awareness & Prevention of Corruption in Pakistan (Training Course)	15-17 May, 2017
48	Application of Project Management in MS Project (Training Course)	22-24 May, 2017

Detail of the Training Courses/Seminars/Workshops 2016-2017

Title of Training	1. **Emotional Intelligence**
Dates of Training	• 18-20 July, 2016

Contents	• Emotional Intelligence (EQ): An Introduction • EQ & Performance: An Overview • The Neuroscience of Emotions: The human brain & emotions; how emotions impact our mind & body and performance • Emotions & Human Behavior • From Theory to Practice: The Six Seconds EQ Training Model: Know Yourself; Choose Yourself; Give Yourself • Managing Stress through EQ skills: Stress & Time Management
Resource Person	• Mr. Tauqir Ahmad
Coordinator	• Mr. Jaffar Mansoor Abbasi, Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
4	2	2	0	0	0	19	1	28

Gender wise participation

Male	Female	Total
19	9	28

Title of the Training	2. **Project Planning & Risk Management**
Dates of Training	• **19-21 July, 2016**

Contents	• Basic concept of Planning and project planning • Project Risk Management • Quantitative and Qualitative Risk Management • Developing Risk Response • Responsibility Assignment Matrix
Resource Person	• Mr. Muhammad Bilal Malik
Coordinator	• Ms. Farhat Shafiq, Deputy Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
9	1	1	0	0	0	28	0	39

Gender wise participation

Male	Female	Total
32	7	39

Title of the Training	3. **Application of Project Management in Ms Project**
Dates of Training	• 25- 27 July, 2016
Contents	• Introduction to project Management • Project Management Software Applications • Getting started with MS Project and Project Tasks • Resourcing the Project • Calendar and Working Time • Practically creating Project using MS Project
Resource Person	• Engr. Muhammad Ahmad Malik
Coordinator	• Miss. Farhat Shafiq, Deputy Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
5	0	3	0	0	0	17	2	27

Gender wise participation

Male	Female	Total
21	6	27

Title of the Training	4. **Effective Communication Skills**
Dates of Training	• 26 -28 July, 2016
Contents	• Communication Skills, its importance, elements in communication process • Types and styles of communication. • Communication barriers and how to overcome them. • Negotiation Skills, Listing Skills
Resource Person	• Mr. Ahsan Mahmood Ahmed
Coordinator	• Miss. Farhat Shafiq, Deputy Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
4	0	5	1	0	0	24	2	36

Gender Wise Participation

Male	Female	Total
31	5	36

Title of the Training	5. **Conflict Management**
Dates of Training	• **08 - 10 August, 2016**
Contents	• Understanding Organizational Conflict • Conflict Management Styles • Conflict resolution Techniques • Analysis of personal approach to conflict resolution (participants activity) • Assertive Communication • Practical analysis of work place conflict resolution (working join cased studies) • Anger & Aggression Management
Resource Person	• Mr. Anita Kiran Gill, Mr. Khalid Javaid Anwar
Coordinator	• Mr. Jaffar Msnsoor Abbasi, Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federa l	Azad Jammu Kashmir	Total
0	0	0	0	0	0	30	0	30

Gender wise participation

Male	Female	Total
24	6	30

Title of the Training	6. **Application of Project Management in MS Project**
Dates of Training	• 15-17 August, 2016
Contents	• Introduction to project Management • Project Management Software Applications

<table>
<tr><td></td><td colspan="8">• Getting started with MS Project and Project Tasks
• Resourcing the Project
• Calendar and Working Time
• Practically creating Project using MS Project</td></tr>
<tr><td>Resource Person</td><td colspan="8">• Engr. Muhammad Ahmad Malik</td></tr>
<tr><td>Coordinator</td><td colspan="8">• Miss. Farhat Shafiq, Assistant Director</td></tr>
<tr><td colspan="9">Province wise participation</td></tr>
<tr><td>Punjab</td><td>Sindh</td><td>Khyber Pukhtun Khawa</td><td>Balochistan</td><td>FATA</td><td>Gilgit Baltistan</td><td>Federal</td><td>Azad Jammu Kashmir</td><td>Total</td></tr>
<tr><td>10</td><td>2</td><td>0</td><td>0</td><td>0</td><td>0</td><td>8</td><td>0</td><td>10</td></tr>
<tr><td colspan="9">Gender wise participation<table><tr><td>Male</td><td>Female</td><td>Total</td></tr><tr><td>8</td><td>2</td><td>10</td></tr></table></td></tr>
<tr><td>Title of the Training</td><td colspan="8">7. Team Building</td></tr>
<tr><td>Dates of Training</td><td colspan="8">• 22-24 August, 2016</td></tr>
<tr><td>Contents</td><td colspan="8">• Concept of Effective team building and stages of team development
• Understanding team Dynamics
• Understanding yourself & the impact you have on team
• Coaching, Mentoring and Motivating your team
• Diversity management within team</td></tr>
<tr><td>Resource Person</td><td colspan="8">• Mirza Waqar Baig
• Mr. Asif Rasool, Mr. Muhammad Bilal Malik</td></tr>
<tr><td>Coordinator</td><td colspan="8">• Miss. Farhat Shafiq, Deputy Director</td></tr>
</table>

<table>
<tr><td colspan="9">Province wise participation</td></tr>
<tr><td>Punjab</td><td>Sindh</td><td>Khyber Pukhtun Khawa</td><td>Balochistan</td><td>FATA</td><td>Gilgit Baltistan</td><td>Federa l</td><td>Azad Jammu Kashmir</td><td>Total</td></tr>
<tr><td>4</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>20</td><td>0</td><td>24</td></tr>
<tr><td colspan="9">Gender wise participation<table><tr><td>Male</td><td>Female</td><td>Total</td></tr><tr><td>16</td><td>8</td><td>24</td></tr></table></td></tr>
<tr><td colspan="3">Title of the Training</td><td colspan="6">8. Project Integration & Quality Management</td></tr>
<tr><td colspan="3">Dates of Training</td><td colspan="6">• 29-31 August, 2016</td></tr>
<tr><td colspan="3">Contents</td><td colspan="6">• Introduction to Project Management
• Overview of Integration Management
• Overview of Quality Management
• Overview of Quality Management
• Overview of Quality Management
• Quiz about Integration Management and Quality Management</td></tr>
<tr><td colspan="3">Resource Person</td><td colspan="6">• Mr. Imran Ahmad</td></tr>
<tr><td colspan="3">Coordinator</td><td colspan="6">• Mr. Jaffar Mansoor Abbasi, Director</td></tr>
<tr><td colspan="9">Province wise participation</td></tr>
<tr><td>Punjab</td><td>Sindh</td><td>Khyber Pukhtun Khawa</td><td>Balochistan</td><td>FATA</td><td>Gilgit Baltistan</td><td>Federa l</td><td>Azad Jammu Kashmir</td><td>Total</td></tr>
<tr><td>4</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>33</td><td>2</td><td>40</td></tr>
<tr><td colspan="9">Gender wise participation<table><tr><td>Male</td><td>Female</td><td>Total</td></tr><tr><td>31</td><td>9</td><td>40</td></tr></table></td></tr>
<tr><td colspan="3">Title of the Training</td><td colspan="6">9. Leadership in 21st Century</td></tr>
<tr><td colspan="3">Dates of Training</td><td colspan="6">• 05 – 07 September , 2016</td></tr>
<tr><td colspan="3">Contents</td><td colspan="6">• Introduction ICE Breaking session Video</td></tr>
</table>

<table>
<tr><td></td><td>• Types of Leadership, Leadership Traits Case Study
• The role of Leadership in Public Sector: Learning Organizations
• Developing your Leadership Skills in the 21st Century
• Leader as a change Agent in the 21st Century</td></tr>
<tr><td>Resource Person</td><td>• Mr. Khalid Javaid Anwar</td></tr>
<tr><td>Coordinator</td><td>• Mr. Jaffar Mansoor Abbasi, Director</td></tr>
<tr><td colspan="2">Province wise participation
<table>
<tr><th>Punjab</th><th>Sindh</th><th>Khyber Pukhtun Khawa</th><th>Balochistan</th><th>FATA</th><th>Gilgit Baltistan</th><th>Federal</th><th>Azad Jammu Kashmir</th><th>Total</th></tr>
<tr><td>6</td><td>0</td><td>4</td><td>2</td><td>0</td><td>0</td><td>24</td><td>2</td><td>40</td></tr>
</table>
Gender wise participation
<table>
<tr><th>Male</th><th>Female</th><th>Total</th></tr>
<tr><td>32</td><td>8</td><td>40</td></tr>
</table></td></tr>
<tr><td>Title of the Training</td><td>10. Triple Constraint (Scope, Cost, Time) Management in Project</td></tr>
<tr><td>Dates of Training</td><td>• 06- 08 September, 2016</td></tr>
<tr><td>Contents</td><td>• Introduction to Project Management
• What are constrains and triple constraints management
• Project scope management, how work break down structure is created
• Project scheduling & time management scheduling techniques
• Project Cost Management</td></tr>
<tr><td>Resource Person</td><td>• Mr. Muhammad Bilal Malik</td></tr>
<tr><td>Coordinator</td><td>• Miss. Farhat Shafiq, Deputy Director</td></tr>
</table>

<table>
<tr><td colspan="9">Province wise participation</td></tr>
<tr><td>Punjab</td><td>Sindh</td><td>Khyber Pukhtun Khawa</td><td>Balochistan</td><td>FATA</td><td>Gilgit Baltistan</td><td>Federal</td><td>Azad Jammu Kashmir</td><td>Total</td></tr>
<tr><td>10</td><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td><td>22</td><td>1</td><td>34</td></tr>
<tr><td colspan="9">Gender wise participation<table><tr><td>Male</td><td>Female</td><td>Total</td></tr><tr><td>27</td><td>7</td><td>34</td></tr></table></td></tr>
<tr><td colspan="2">Title of the Training</td><td colspan="7">11. Effective Time Management</td></tr>
<tr><td colspan="2">Dates of Training</td><td colspan="7">• 26 - 28 September, 2016</td></tr>
<tr><td colspan="2">Contents</td><td colspan="7">• Introduction to Time Management- Significances and Conceptualization
• Time a key resource : symptoms & misconception opportunities and techniques to manage time effectively
• Effective scheduling for time Management
• Knowing art of Prioritization
• Time Management : Success & beliefs of dealing with procrastination</td></tr>
<tr><td colspan="2">Resource Person</td><td colspan="7">• Mr. Gulfam Khan Khalid , Ms. Saleha Azam, Ms. Zari Turk
• Ms. Amna Sabahat , Ms. Asif Rasool</td></tr>
<tr><td colspan="2">Coordinator</td><td colspan="7">• Miss. Farhat Shafiq, Deputy Director</td></tr>
<tr><td colspan="9">Province wise participation</td></tr>
<tr><td>Punjab</td><td>Sindh</td><td>Khyber Pukhtun Khawa</td><td>Balochistan</td><td>FATA</td><td>Gilgit Baltistan</td><td>Federal</td><td>Azad Jammu Kashmir</td><td>Total</td></tr>
<tr><td>19</td><td>2</td><td>3</td><td>2</td><td>0</td><td>2</td><td>19</td><td>2</td><td>49</td></tr>
<tr><td colspan="9">Gender wise participation</td></tr>
</table>

Male	Female	Total
42	7	49

Title of the Training	12. **Application of Project Management in MS Project**
Dates of Training	• 27 – 29 September , 2016
Contents	• Introduction to Project Management • Introduction of Project Management (Continued) • Getting Started with MS Project 2010 and Project Tasks • Case Study/Participants Hands on Practice • Case study/Participants Hands on Practice in MS Project • Case Study/Participants Hands on Practice in MS Project
Resource Person	• Mr. Muhammad Ali Masood
Coordinator	• Mr. Jaffar Mansoor Abbasi, Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
6	0	3	0	0	0	33	0	42

Gender wise participation

Male	Female	Total
39	3	42

Title of the Training	13. **Negotiation Persuasion & Influencing Skills**
Dates of Training	• **03 – 05 October, 2016**
Contents	• Introduction and Overview of Persuasion & Negotiation Skills • Principles and technicalities of Influencing, Persuading & Negotiating

	• Emotional Intelligence (EQ) & Relationship Skills • The Neuroscience of Human Behavior & Inter-personal Skills • Understanding the Drivers of Human Behavior
Resource Person	• Prof. Dr. Majid Mahmood Bagram • Mr. Tauqir Ahmad
Coordinator	• Mr. Jaffar Mansoor Abbasi, Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
8	2	2	0	0	0	19	2	33

Gender wise participation

Male	Female	Total
17	16	33

Title of the Training	14. **Application of Project Management in MS Project**
Dates of Training	• **17 – 19 October , 2016**
Contents	• Introduction to project Management • Project management Software Applications • Getting started with MS Project and Project Task • Resourcing the project • Calendar and working time • Practically creating project using MS Project
Resource Person	• Mr. Muhammad Habib
Coordinator	• Miss. Farhat Shafiq, Deputy Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
9	4	0	0	0	0	21	1	35

Gender wise participation

Male	Female	Total
33	2	35

Title of the Training	15. **Human Resource Management**
Dates of Training	• **24 – 26 October, 2016**
Contents	• HRM Concept and Issues • Functions of HRM • HRM Approaches/ Theories • HRM with focus on performance Management • Career planning and employees Motivation
Resource Person	• Mr. Anwar ul Haq • Mr. Bilal Kiyani • Ms. Samra Azam
Coordinator	• Ms. Farhat Shafiq, Deputy Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
9	1	7	3	0	1	32	6	59

Gender wise participation

Male	Female	Total
53	6	59

Title of the Training	16. **Project Resource Management**
Dates of Training	• 25 – 27 October, 2016
Contents	• What is Project Resource Management- Concepts Discussion Essential Resources of Project, Approaches of PRM • How good are your PM-Skills (Activity)

<table>
<tr><td colspan="3"></td><td colspan="6">• Agile Project Management Traditional Project Management Benefits of Developing PRMS Program Management-IRON Triangle
• Review of first day Learning Project Management Processes The Planning Cycle Understanding Project Priorities</td></tr>
<tr><td colspan="3">Resource Person</td><td colspan="6">• Mr. Zafar Ahmad</td></tr>
<tr><td colspan="3">Coordinator</td><td colspan="6">• Mr. Jaffar Mansoor Abbasi, Director</td></tr>
<tr><td colspan="9">Province wise participation</td></tr>
<tr><td>Punjab</td><td>Sindh</td><td>Khyber Pukhtun Khawa</td><td>Balochistan</td><td>FATA</td><td>Gilgit Baltistan</td><td>Federal</td><td>Azad Jammu Kashmir</td><td>Total</td></tr>
<tr><td>9</td><td>3</td><td>1</td><td>1</td><td>0</td><td>1</td><td>25</td><td>3</td><td>43</td></tr>
<tr><td colspan="9">Gender wise participation<table><tr><td>Male</td><td>Female</td><td>Total</td></tr><tr><td>38</td><td>5</td><td>43</td></tr></table></td></tr>
<tr><td colspan="3">Title of the Training</td><td colspan="6">17. Strategic Vision</td></tr>
<tr><td colspan="3">Dates of Training</td><td colspan="6">• 08-10 November , 2016</td></tr>
<tr><td colspan="3">Contents</td><td colspan="6">• Introduction to Strategic Vision
• Key Steps for Process Improvement:
• Identify, communicate, implement
• Competitive Advantage: SWOC analysis
• Strategic Vision Process
• Principles of Effective Strategic Planning
• Define your products/services
• Strategic Vision: creating the future</td></tr>
<tr><td colspan="3">Resource Person</td><td colspan="6">• Prof. Dr. Majid Mahmood Bagram, Mr. Khalid Javaid Anwar
• Mr. Tauqir Ahmad</td></tr>
<tr><td colspan="3">Coordinator</td><td colspan="6">• Mr. Jaffar Mansoor Abbasi, Director</td></tr>
<tr><td colspan="9">Province wise participation</td></tr>
</table>

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
4	0	1	0	0	0	20	0	25

Gender wise participation

Male	Female	Total
25	5	25

Title of the Training	18. **E Filling of Income Tax for officers at ZTBL staff college**
Dates of Training	• **08 November , 2016**
Contents	• Taxes in Pakistan • Income Tax and its Key Features • Income Tax Return Filling • Calculation of Total Income, Understanding Salary Income Taxation, E-Filling of Income Tax Return • Creation of Accounts on IRIS • Registration of Taxpayers of IRIS • Filling data in IRIS wealth statement form
Resource Person	• Mr. Moazzam Ali
Coordinator	• Mr. Jaffar Mansoor Abbasi, Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
0	0	0	0	0	0	54	0	54

Gender wise participation

Male	Female	Total
35	1	54

Title of the Training	19. **Change Management**
Dates of Training	• **21 – 23 November, 2016**
Contents	• What is change Management • What are the barriers to change • How can you help • Change strategy • Change strategy people are different
Resource Person	• Mr. Muhammad Haroon, Dr. H. Rehman
Coordinator	• Ms. Farhat Shafiq, Deputy Director

<table>
<tr><td colspan="9">Province wise participation</td></tr>
<tr><td>Punjab</td><td>Sindh</td><td>Khyber Pukhtun Khawa</td><td>Balochistan</td><td>FATA</td><td>Gilgit Baltistan</td><td>Federal</td><td>Azad Jammu Kashmir</td><td>Total</td></tr>
<tr><td>9</td><td>0</td><td>3</td><td>2</td><td>0</td><td>0</td><td>16</td><td>1</td><td>31</td></tr>
<tr><td colspan="9">Gender wise participation<table><tr><td>Male</td><td>Female</td><td>Total</td></tr><tr><td>30</td><td>1</td><td>31</td></tr></table></td></tr>
<tr><td colspan="2">Title of the Training</td><td colspan="7">20. E Filling of Income Tax for officers at ZTBL staff college</td></tr>
<tr><td colspan="2">Dates of Training</td><td colspan="7">• 22 November , 2016</td></tr>
<tr><td colspan="2">Contents</td><td colspan="7">• Taxes in Pakistan
• Income Tax and its Key Features
• Income Tax Return Filling
• Calculation of Total Income
• Understanding Salary Income Taxation
• E-Filling of Income Tax Return, Creation of Accounts on IRIS
• Registration of Taxpayers of IRIS
• Filling data in IRIS tax return form
• Filling data in IRIS wealth statement form</td></tr>
<tr><td colspan="2">Resource Person</td><td colspan="7">• Mr. Moazzam Ali</td></tr>
<tr><td colspan="2">Coordinator</td><td colspan="7">• Mr. Jaffar Mansoor Abbasi, Director</td></tr>
<tr><td colspan="9">Province wise participation</td></tr>
<tr><td>Punjab</td><td>Sindh</td><td>Khyber Pukhtun Khawa</td><td>Balochistan</td><td>FATA</td><td>Gilgit Baltistan</td><td>Federal</td><td>Azad Jammu Kashmir</td><td>Total</td></tr>
<tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>32</td><td>0</td><td>32</td></tr>
<tr><td colspan="9">Gender wise participation<table><tr><td>Male</td><td>Female</td><td>Total</td></tr><tr><td>32</td><td>0</td><td>32</td></tr></table></td></tr>
</table>

Title of the Training	21. **Emotional Intelligence**
Dates of Training	• 23 November , 2016
Contents	• Emotional Intelligence (EQ): An Overview • EQ and Performance: Evidence from Research • The Neuroscience of Emotions: From Theory to Practice • Transforming the organizational culture • Emotional Intelligence is measurable, Generating Creativity & Innovation
Resource Person	• Mr. Tauqir Ahmad
Coordinator	• Mr. Jaffar Mansoor Abbasi, Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
0	0	0	0	0	0	31	0	31

Gender wise participation

Male	Female	Total
31	0	31

Title of the Training	22. **E Filling of Income Tax returns**
Dates of Training	• 28- 30 November , 2016
Contents	• What is tax? And why it is necessary? • Taxes in Pakistan, Income Tax and its key features • Taxpayers under Income Tax Ordinance • Assessment & Authorities under Income tax Ordinance • Income tax Return Filing, Calculation of Income • Creation of Account on IRIS, Registration of Taxpayers on IRIS • Filling data in IRIS tax return form, Filling data in IRIS wealth statement form, Filling data in IRIS expense statement form

Resource Person	• Mr. Moazzam Ali
Coordinator	• Mr. Jaffar Mansoor Abbasi, Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
21	5	2	8	0	0	57	1	94

Gender wise participation

Male	Female	Total
75	19	94

Title of the Training	23. **PPRA Rules**
Dates of Training	• 05 – 07 December , 2016
Contents	• An Introduction to Legal Framework of Public Procurement in Pakistan (Past and Present) • Public Procurement rules (1-14) +Group Activity • Public Procurement rules (15-37) + • Exercise, Public Procurement rules (38-51) • Master exercise and Interactive Session • Public Procurement Regulations
Resource Person	• Mr. Sheikh Afzaal Raza
Coordinator	• Mr. Jaffar Mansoor Abbasi, Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
1	0	1	3	0	1	28	0	34

Gender wise participation

Male	Female	Total
31	3	34

Title of the Training	24. **Blue Ocean Strategy**
Dates of Training	• 13 – 15 December, 2016

<table>
<tr><td>Contents</td><td colspan="8">• Session 1: Understanding Blue Ocean Strategy
• Session 2: Minimizing Planning Risk
• Session 3: Minimizing Scale Risk by Reaching Beyond Existing Demand
• Session 4: Minimizing Organizational & Management Risks by Building Execution into Strategy
• Session 5: Minimizing Search Risk by Reconstructing</td></tr>
<tr><td>Resource Person</td><td colspan="8">• Prof. Dr. Majid Bagram, Prof. Dr. Muhammad Zia-ur-Rehman</td></tr>
<tr><td>Coordinator</td><td colspan="8">• Mr. Jaffar Mansoor Abbasi, Director</td></tr>
<tr><td colspan="9">Province wise participation</td></tr>
<tr><td>Punjab</td><td>Sindh</td><td>Khyber Pukhtun Khawa</td><td>Balochistan</td><td>FATA</td><td>Gilgit Baltistan</td><td>Federal</td><td>Azad Jammu Kashmir</td><td>Total</td></tr>
<tr><td>2</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>8</td><td>2</td><td>12</td></tr>
<tr><td colspan="9">Gender wise participation<table><tr><td>Male</td><td>Female</td><td>Total</td></tr><tr><td>7</td><td>5</td><td>12</td></tr></table></td></tr>
<tr><td>Title of the Training</td><td colspan="8">25. Diversity Management at Work Place</td></tr>
<tr><td>Dates of Training</td><td colspan="8">• 19 – 21 December, 2016</td></tr>
<tr><td>Contents</td><td colspan="8">• Definition in general, concept and basic understanding at work place
• Types and Dimensions of Diversity
• Range at work place & identifying issues & challenges in organization
• Institutionalizing work place diversity
• Discussing diversity in global and Pakistan context.</td></tr>
<tr><td>Resource Person</td><td colspan="8">• Mr. Khalid Javid Anwar, Mr. Ahsan Mehmood Ahmad</td></tr>
<tr><td>Coordinator</td><td colspan="8">• Ms. Farhat Shafiq, Deputy Director</td></tr>
</table>

Province wise participation								
Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
6	5	9	1	0	0	31	0	52

Gender wise participation

Male	Female	Total
40	12	52

Title of the Training	26. **Protection Against Harassment of Women at work place act 2010 (at ZTBL staff Collage)**
Dates of Training	• **19 December , 2016**
Contents	• Meaning of harassment • Definition as per harassment act, 2010 Section No. 2 (H) • History of harassment law in Pakistan, Sexual harassment • Racial/ethnic harassment & Gender harassment • What are the consequences of harassment • Introduction of Protection against Harassment of women at work act, 2010 • Role of inquiry committee & Procedure of holding inquiry • Powers of inquiry committee & Appeal against and minor penalties • Statistics of harassment cases in Pakistan • Remedy against false complaint
Resource Person	• Ms. Sania Rehman
Coordinator	• Mr. Jaffar Mansoor Abbasi, Director

Province wise participation								
Punjab	Sind h	Khyber Pukhtu	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total

		n Khawa						
0	0	0	0	0	0	31	0	31

Gender wise participation

Male	Female	Total
0	31	31

Title of the Training	27. **Protection Against Harassment of Women at work place act 2010 (at ZTBL staff Collage)**
Dates of Training	• 20 December , 2016
Contents	• Meaning of harassment • Definition as per harassment act, 2010 Section No. 2 (H) • History of harassment law in Pakistan • Sexual harassment • Racial/ethnic harassment • Gender harassment • What are the consequences of harassment • Introduction of Protection against Harassment of women at workplace act, 2010 • Role of inquiry committee • Procedure of holding inquiry • Powers of inquiry committee • Appeal against and minor penalties • Statistics of harassment cases in Pakistan • Remedy against false complaint • Why harassment act was needed when • Pakistan penal code was in force • Simple steps you can take against harassment
Resource Person	• Ms. Sania Rehman
Coordinator	• Mr. Jaffar Mansoor Abbasi, Director

Province wise participation

Punjab	Sindh	Khyber Pukhtu	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total

		n Khawa						
0	0	0	0	0	0	35	0	35

Gender wise participation

Male	Female	Total
35	0	35

Title of the Training	28. **Application of Project Management in MS Project**
Dates of Training	• 26 - 28 December, 2016
Contents	• Introduction to Project Management and its Software Applications • Project Management Software Applications • Getting Started with MS Project and Project Tasks • Resourcing the Project Calendar and Working Time • Practically creating Project Using MS Project
Resource Person	• Mr. Aamir Shehzad
Coordinator	• Ms. Farhat Shafiq, Deputy Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
8	0	3	2	0	1	14	1	29

Gender wise participation

Male	Female	Total
24	5	29

Title of the Training	29. **Protection Against Harassment of Women at work place**
Dates of Training	• 02 – 04 January, 2017
Contents	• Introduction to harassment • Types of harassment , Origin of harassment

	• Different Harassment laws • Introduction to harassment law in Pakistan • Statistics of harassment cases in Pakistan • Consequences of harassment • Introduction to protection against harassment of women at workplace act-2010 • Procedure according to law • Inquiry committee, Procedure of inquiry committee
Resource Person	• Ms. Sannia Rehman
Coordinator	• Mr. Jaffar Mansoor Abbasi , Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
2	1	1	3	0	0	38	0	45

Gender wise participation

Male	Female	Total
21	24	45

Title of the Training	30. **Improving Personal Effectiveness**
Dates of Training	• 09 – 11 January , 2017
Contents	• Mandatory skill to improve personal effectiveness • Human skills (attitudes, values) • Communication verbal and non-verbal • Habits of effective people • What leaders do? Motivation
Resource Person	• Mro. Khalid Javid Anwar • Dr. H Rehman
Coordinator	• Ms. Farhat Shafiq , Deputy Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
0	0	0	0	6	0	0	0	6

Gender wise participation

Male	Female	Total
5	1	6

Title of the Training	31. **Application of Project Management in MS Project**
Dates of Training	• 16 – 18 January, 2017
Contents	• Introduction to Project Management • Project Management Software Applications • Getting Started with MS Project And Project Tasks • Working with Project File • Resourcing the Project • Calendar and Working Time
Resource Person	• Mr. Imran Ahmad
Coordinator	• Mr. Jaffar Mansoor Abbasi, Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
5	3	5	1	0	0	24	4	42

Gender wise participation

Male	Female	Total
39	3	42

Title of the Training	32. **Public Sector Financial Management in Pakistan**
Dates of Training	• **23 – 25 January , 2017**

Contents	• Introduction • Preparation of Budget in integrated public sector financial management system • Expenditure management in the integrated public sector financial management system • Accounting, Financial reporting and auditing system
Resource Person	• Mr. Muhammad Salim Khan, Mr. Shahid Muhammad • Sheikh Afzaal
Coordinator	• Ms. Farhat Shafiq, Deputy Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
8	1	3	1	0	4	21	6	44

Gender wise participation

Male	Female	Total
40	4	44

Title of the Training	33. **Managing Employees Motivation at workplace**
Dates of Training	• **01 – 03 February , 2017**
Contents	• Concept of Motivation • Overview of Theories of Motivation • Understanding the Behavior and Concept of Paradigm • Existing and Expected Paradigm • Activity+ Case Study, Goal Setting and Motivation • Understanding the perspective. • Private VS public victory (synergy) ,The Science of Positive Words • Activity Case study, Team building & Leadership • Charisma and character

Resource Person	• Mr. Rizwan Khan, Mr. Khalid Rahman
Coordinator	• Mr. Jaffar Mansoor Abbasi, Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
3	3	0	0	0	0	43	0	49

Gender wise participation

Male	Female	Total
41	8	49

Title of the Training	34. **Application of Project Management in MS Project**
Date of training	• 06 – 08 February , 2017
Contents	• Introduction of Project Management and its software application • Getting started with MS Project and establishing pre – requisites of project • Working on calendars, work breakdown structure (WBS), Milestones and recurring tasks • Working on resources and setting estimates • Project monitoring & practically creating project using MS Project
Resource Person	• Mr. Amir Shehzad
Coordinator	• Ms. Farhat Shafiq, Deputy Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
4	0	2	0	0	1	20	0	27

Gender wise participation

Male	Female	Total
19	8	27

Title of the Training	35. **Anger & Stress Management**
Date of training	• 13 – 15 February , 2017
Contents	• Introduction, types, Causes & common trigger • Anger & stress management techniques and strategies • Prevention of anger & stress rather than cure • Anger & stress management through emotional intelligence • Role of communication in managing anger & stress
Resource Person	• Mr. Sarfaraz Ahmed, Mr. Shoaib Hassan • Mr. Asif Rasool, Mr. Mudayyar Naqvi
Coordinator	• Mr. Jaffar Mansoor Abbasi, Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
46	0	2	0	0	1	49	1	99

Gender wise participation

Male	Female	Total
90	9	99

Title of the Training	36. **Effective Time Management**
Date of training	• 20 – 22 February , 2017
Contents	• 05 Processes of time Awareness/Time Tracking • Pareto Principle and Parkinson's Law, Time Management Matrix • Time Management Problems. *i.e.* procrastination, Poor delegation, Manage your time: set priorities to get the right things done, The Effective Executive: How effectively boss and subordinate play their roles, Do we consciously apply and practice Dos/Don'ts? Monkey Management: a time management technique Case Study, Time Management or Life Management

Coordinator	• Group Cap (R) Abdul Sattar Anjum • Mr. Rizwan Khan • Mr. Khalid Javaid Anwar • Mr. Khalid Rahman
Resource Person	• Mr. Jaffar Mansoor Abbasi, Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
56	0	1	3	0	0	62	0	122

Gender wise participation

Male	Female	Total
56	0	122

Title of the Training	37. **Improving Personal Effectiveness**
Date of training	• 06 – 08 March , 2017
Contents	• Introduction to Personal Effectiveness, Attitude & behavior • Self awareness and assessment, Assertiveness and self- confidence • Role of Effective Communication Skills in Personal Effectiveness • Change Management & Personal Effectiveness Change Management & Personal Effectiveness, Role of Critical Thinking in Personal Effectiveness, Emotional Intelligence & Personal Effectiveness
Resource Person	• Mr. Khalid Javaid Anwar, Assistant Professor • Prof. Dr. M. Majid Mahmood Bagram, Mr. Tauqir Ahmad
Coordinator	• Mr. Jaffar Mansoor Abbasi, Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
2	2	2	4	0	0	46	1	57

Gender wise participation

Male	Female	Total
43	14	57

Title of the Training	38. **Assertiveness Skill**
Date of training	• **13 – 15 March , 2017**
Contents	• Introduction to assertiveness its significance, importance • Understanding Assertiveness in context of behavior and situations • Assertive decision making at work place • Assertive communication and interpersonal skills • Assertive tips and techniques
Resource Person	• Mr. Muhammad Haroon Khan • Mr. Khalid Javid Anwar
Coordinator	• Ms. Farhat Shafiq, Deputy Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
7	2	1	1	0	0	32	1	44

Gender wise participation

Male	Female	Total
39	5	44

Title of the Training	39. **Communication & Presentation Skills**
Date of training	• 20 – 22 March , 2017
Contents	• Communication Skills, importance, elements in communication process

	• Types and styles • Communication barriers and how to overcome them • Negotiation Skills • The art of presentation
Resource Person	• Mr. Mudayyar H. Naqvi , • Mr. Ahsan Mahmood Ahmed
Coordinator	• Ms. Farhat Shafiq , Deputy Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
14	0	8	3	0	0	22	6	75

Gender wise participation

Male	Female	Total
69	6	75

Title of the Training	40. **Application of Project Management in MS Project**
Date of training	• **27 – 29 March , 2017**
Contents	• Introduction to Project Management • Project Management Software Applications • Getting Started with MS Project and Project Tasks • Working with Project Files • Resourcing the Project • Calendar and working time
Resource Person	• Mr. Tayyab Pervez
Coordinator	• Mr. Jaffar Mansoor Abbasi , Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
12	5	3	0	0	0	22	6	48

Gender wise participation

Male	Female	Total
44	4	48

Title of the Training	41. **Problem Solving Skills**
Date of training	• **03 – 05 April , 2017**
Contents	• Introduction to "Decision Making" the decision making process and types, problem solving and effective decision • Methods of decision making under risk • Problem solving approaches at work place • Source of problems; technical errors, Human errors and policy process • Barriers to problem solving and steps to implementation success
Resource Person	• Mr. Mushtaq Hussain • Mr. Saquib Hussain

Coordinator	• Mr. Jaffar Mansoor Abbasi Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
2	1	1	3	0	0	13	1	21

Gender wise participation

Male	Female	Total
16	5	21

Title of the Training	42. **Application of Project Management in MS Project**
Date of training	• 10 – 12 April , 2017
Contents	• Introduction to Project Management and its software Applications • Project Management Software Application • Getting started with MS Project and project Tasks • Resourcing the project • Calendar and working Time • Practically creating project using MS project
Resource Person	• Mr. Amir Shehzad
Coordinator	• Ms. Farhat Shafiq , Deputy Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
2	0	4	0	0	0	12	0	18

Gender wise participation

Male	Female	Total
17	1	18

Title of the Training	43. **Team Management Skills**
Date of training	• 17 – 19 April , 2017
Contents	• Concept of Effective Team Management and Stages of Team Development • Understanding Team Dynamics • Understanding yourself and the Impact you on Team • Coaching mentoring and Motivating your team • Diversity management within Team
Resource Person	• Ms. Javeria Hassan, Mr. Muhammad Bilal Kayani • Mr. A. Samad Qureshi, Mr. Muhammad Saqlain
Coordinator	• Ms. Farhat Shafiq , Deputy Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
11	6	3	0	0	1	17	1	39

Gender wise participation

Male	Female	Total
31	8	39

Title of the Training	44. **Human Resource Management**
Date of training	• 24 – 26 April , 2017
Contents	• Human Resource Management Concept Issues and Functions • Career Planning & Employee Progression through Skill Enhancement • Human Resource Management: Approaches/ Theories • HRM with Focus on Performance Management • Managing Employees Retention
Resource Person	• Dr. Majid Mahmood Bagram

	• Mr. Qamar Iqbal
Coordinator	• Mr. Jaffar Mansoor Abbasi ,Director

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
12	5	9	1	0	0	22	1	50

Gender wise participation

Male	Female	Total
39	11	50

Title of the Training	45. **Commitment of Employees**
Date of training	• 02 - 04 May , 2017
Contents	• Introduction of Organization/commitment Managerial activities • Understanding people/employees/personality/ attitude • Employees commitment & wellbeing • Transformational vs change leadership • The role of Training & development in employees' commitment towards the achievement of organizational goals.
Coordinator	• Mr. Jaffar Mansoor Abbasi, Director
Resource Person	• Mr.Khalid Javid Anwar • Ms.Qurat ul Ain

Province wise participation

Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
1	0	1	0	0	0	13	0	10

Gender wise participation

Male	Female	Total
7	3	10

Title of the Training	46. **Conflict Management**

<table>
<tr><td>Date of training</td><td colspan="8">• 08 - 10 May , 2017</td></tr>
<tr><td>Contents</td><td colspan="8">• Introduction and Understanding of Conflict and Conflict Management
• Conflict Management Strategies and Styles
• Conflict Management through Emotional Intelligence
• Conflict Management through Communication
• Best Practices of Conflict Management (Do's and Don'ts)</td></tr>
<tr><td>Resource Person</td><td colspan="8">• Dr. Zia Ur Rehman
• Ms. Salehah
• Mr. Khalid Javaid Anwar
• Ms. Sumaira Jabeen</td></tr>
<tr><td>Coordinator</td><td colspan="8">• Ms. Farhat Shafiq, Deputy Director</td></tr>
<tr><td colspan="9">Province wise participation</td></tr>
<tr><td>Punjab</td><td>Sindh</td><td>Khyber Pukhtun Khawa</td><td>Balochistan</td><td>FATA</td><td>Gilgit Baltistan</td><td>Federal</td><td>Azad Jammu Kashmir</td><td>Total</td></tr>
<tr><td>0</td><td>4</td><td>0</td><td>0</td><td>0</td><td>0</td><td>12</td><td>0</td><td>17</td></tr>
<tr><td colspan="9">Gender wise participation<table><tr><td>Male</td><td>Female</td><td>Total</td></tr><tr><td>14</td><td>3</td><td>17</td></tr></table></td></tr>
<tr><td>Title of the Training</td><td colspan="8">47. Awareness & Prevention of Corruption in Pakistan</td></tr>
<tr><td>Date of training</td><td colspan="8">• 15 - 17 May , 2017</td></tr>
<tr><td>Contents</td><td colspan="8">• Introduction & operational performance of NAB
• Silent features of NAO, 1999
• Role of NAB in awareness & prevention of corruption</td></tr>
<tr><td>Resource Person</td><td colspan="8">• Mr.Ghulam Farooq
• Mr. Muhammad Rafi
• Mr.Nasim Ahmed Khan</td></tr>
<tr><td>Coordinator</td><td colspan="8">• Mrs. Zari, Assistant Director</td></tr>
</table>

Province wise participation								
Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
6	0	0	0	0	0	12	0	18

Gender wise participation

Male	Female	Total
16	2	18

Title of the Training	48. **Application of Project Management in MS Project**
Date of training	• **22 - 24 May , 2017**
Contents	• Introduction to project Management • Introduction to MS project • Overview, setting up project files, creating tasks • Linking & time tasks, creating resources, assigning tasks to resources
Resource Person	• Mr. Asif Hussain
Coordinator	• Mrs. Zari , Assistant Director

Province wise participation								
Punjab	Sindh	Khyber Pukhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
4	2	2	1	0	0	15	0	24

Gender wise participation

Male	Female	Total
22	2	24

Total Training Courses, gender wise and province wise breakup

Year	Total No of Courses	Total No of Participants	Male	Female
2016-2017	48	1884	1566	318
Province Wise break up				

Punjab	Sindh	Khyber Pakhtun Khawa	Balochistan	FATA	Gilgit Baltistan	Federal	Azad Jammu Kashmir	Total
356	57	103	46	6	16	1243	57	1884

BASIC EDUCATION COMMUNITY SCHOOLS

DIRECTORATE GENERAL OF BASIC EDUCATION COMMUNITY SCHOOLS (BECS)

PROGRESS REPORT FISCAL YEAR 2016-17

Establishment of Non-Formal Basic Education Community Schools (BECS) for Out of School Children preferably of disadvantaged groups is an innovative initiative taken by the Ministry of Federal Education & Professional Training, Government of Pakistan. Directorate General of Basic Education Community Schools is running the nationwide Non-Formal Primary Education Project across the Country named as "**Establishment and Operation of Basic Education Community Schools in the Country" (BECS)**. This project was initiated in 1996 and remained functional under different names. Presently, under this project, 12304 Basic Education Community Schools with total enrollment 493,972 are functional all over Country, providing free basic education to deprived segment of society. Despite adverse security situation, terrorism and social taboos, BECS are successfully delivering basic education through its nationwide network of 6 Regional and 15 Divisional Offices with its Head Office at Islamabad. BECS focuses on providing basic education to poor family children especially girls in hard to reach areas including Federally Administered Tribal Areas, Gilgit-Baltistan and Azad Jammu & Kashmir and contributed significantly to "Gender Empowerment".

In many disadvantaged areas of Pakistan, particularly the rural parts, Basic Education Community Schools (BECS) are not an alternative, but rather, the only option, children have, to get basic education and literacy. **These schools are more cost-effective. They are also time-efficient as it takes only one month to establish a make-shift room in a house or building of a local teacher. Community mobilization and participation are the essence of BEC School system. BECS program aims to meet the demands of the local community; it is clearly a grassroots project. Local villagers/ local community is also involved in monitoring of these schools through Village Education Committees (VECs), thus creating a sense of community ownership.**

BECS Aim: The aim of Directorate General of BECS is to ***"Every child in School".***

The Directorate General of BECS is also contributing in *"Strengthen non-formal approach to supplement the formal education, for eradication of illiteracy and achievement of Universal Primary Education (UPE) as envisaged by Constitution of Pakistan's Article 25-A, and in MDGs, by extending free, flexible and modern basic education opportunities to out-of-school children and youth, having no access to the*

formal system of education, especially disadvantaged children, girls and special children, for an equitable society."

DESIGN / MODEL OF BECS SCHOOL:

The BEC Schools are based on Non-Formal Basic Education system having a single teacher, single home based room for school (Class KG to V) where the premises is provided free of cost by the community. In each School, 30 learners of age group 4-16 years are desirable. One teacher is responsible for all the classes of the school by adopting multi-grade teaching methods; based on formal school curriculum. The teachers' honorarium, utility bills, learning material and text books are provided by the Government of Pakistan. At the end of grade five, formal sector conducts the examination and allows admission in grade six in formal schools.

ACHIEVEMENTS OF THE BECS PROGRAMME:

The key achievements of the Basic Education Community Schools (BECS) are as under:—

- A number of BECS graduates who have completed their education are now serving in different fields, they are engineers, doctors, lawyers, bankers etc.
- The Project has imparted literacy to over 5 million Out of School Children so far.
- 12,304 BECS Schools are functional all over the country with current enrolment of almost half a million (**493,972).**
- Enrolment in Non-Formal Schools throughout the country is 1.281 Million. Out of which 0.5 Million are BECS Learners.
- Pass Percentage of BECS for F.Y 2016-17 is 89%.
- In the year 2016-17, **34657** out of total **39099** BECS students appeared in 5th Class Annual Board Examination have passed their examination.
- It is a great pride for BECS that Class 5th students of Khyber Pakhtunkhwa and FATA have achieved first three distinctions in Annual Board Examination for the Year 2016-17.

- Average annual cost per student in BECS is Rs.2, 772/- (almost five time less) as compared to Rs. 13,358/- of formal public school system.
- BECS provide employment opportunity especially for females, as 82% BECS teachers are female
- Gender Empowerment ensured through BECS, as 56% of students and 82% of teachers are females.
- Disadvantaged children mostly belong to lower income groups. Special focus is being laid on backward areas.
- Increased involvement of local community, local leaders and stake holders is accelerating the process of socio-economic development in less developed areas.
- Free education to children in thousands of communities with flexible timings.

PROVINCE / REGION WISE BECS SCHOOLS & ENROLMENT

Sr#	Province / Area	BEC Schools	Enrolment	Girls	Boys
1.	Punjab	5687	234816	134427	100389
2.	Sindh	1674	77015	41345	35670
3.	Khyber Pakhtunkhwa	1389	50641	35121	15520
4.	Balochistan	607	20376	10744	9632
5.	Gilgit Baltistan	1425	50032	28789	21243
6.	Federally Administrated Tribal Area	1071	43779	16530	27249
7.	Azad Jammu & Kashmir	203	8815	4555	4260
8.	Islamabad Capital Territory (ICT)	248	8498	4227	4271
Total		**12,304**	**493,972**	**275,738**	**218,234**

5TH CLASS ANNUAL BOARD RESULT 2016-17

S. #	Province/Area	Total No. of 5th Class Student	Students Appeared	Students Passed	Pass % Percentage
1	Punjab	16848	16195	14328	85%
2	Sindh	10341	10341	10264	99%
3	Khyber Pakhtunkhwa	4351	4186	3781	87%
4	Balochistan	897	290	256	29 %
5	Gilgit Baltistan	4617	3743	2762	60%
6	FATA	3192	3172	2386	75%
7	AJ&K	727	470	377	52%
8	ICT	702	702	503	72%
Total		**41675**	**39099**	**34657**	**83 %**

MONITORING VISITS OF BECS:

Monitoring is a continuous process and is an important tool for observing and checking the progress of quality of schools over a period of time. Through regular monitoring visit, the issues of schools can easily be addressed and positive measures can be taken timely for the improvement of schools.

The BECS running all over the Country are continuously being visited by the staff of Head Office, Regional and Divisional offices of the Directorate General of BECS.

Besides this, the Honorable Secretary, Joint Secretary, Section Officers, Ministry of Federal Education & Professional Training and the representatives of Planning Development & Reforms Division have also visited Basic Education Community Schools in Islamabad Capital Territory (ICT), Karachi, Khyber Pakhtunkhwa and Balochistan. They; appreciated the overall performance of Basic Education Community Schools and also provided their valuable input for improvement.

LAUNCHING OF TOLL FREE HELP LINE (Complaint Cell) & BECS SMS SERVICE:

To address the issues of BECS teachers and prompt remedial measures in time; Director General of BECS has launched Toll Free No. 0800-99999 and SMS service for teachers. This initiative has been taken on the personal interest of worthy Director General BECS Mr. Muhammad Abbas khan. Honorable Secretary, Ministry of Federal Education & Professional Training Mr. Shoaib Mir inaugurated the Complaint Cell on 14th July, 2017. The Honorable Secretary has appreciated this positive step taken by the Directorate General of BECS.

MEETING WITH DEVELOPING PARTNERS / DONORS:

The Directorate General of BECS is continuously striving to improve the performance of Basic Education Community Schools and minimize the issues of BECS. Although, the Directorate General of BECS has been facing financial constraints coupled with delayed and insufficient releases of funds that consequently affect the education of poor children and BECS teachers. To save the education of BECS poor children and career of BECS teachers, the management of Directorate General of BECS has decided to start campaigns for getting technical and financial support (subject to willingness of the Donor / Development partner to collaborate with BECS) from national and International Development Partners / Donors. In this regard, the Directorate General of BECS held meetings with different local and foreign funded donor agencies and tried to convince them for assisting BECS on account of technical and financial support.

BECS STAFF REGULARIZATION:

In light of the direction of Regularization Cabinet Sub Committee and Judgment of Peshawar and Islamabad High Courts Islamabad and in the pursuance of the powers delegated by the Ministry of Federal Education and Professional Training vide letter No. F.No.9 (40)2014-PT-1 dated 4th September, 2015; Directorate General of BECS has been issued regularization notification (BPS 01-15) to 221 Staff of BECS Head Office Islamabad, Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan, Gilgit Baltistan and Azad Jammu & Kashmir. The Honorable Secretary, Ministry of Federal Education & Professional Training has distributed the regularization notification among the staff of BECS Head Office, Islamabad.

TREE PLANTATION ACTIVITY:

On the day of distribution of regularization notification to BECS employees, Directorate General of BECS also organized a tree plantation activity. At this occasion, Honorable Secretary Mr. Shoaib Mir, Ministry of Federal Education and Professional Training planted a tree in the vicinity of Directorate General of BECS. Worthy Director General BECS Mr. Muhammad Abbas Khan accompanied him in this activity along with Head Office BECS employees.

DIGITAL BECS:

Digital BECS is a campaign launch by Directorate of BECS to network, connect, and empower all 12304 Basic Education Community Schools with high speed internet and with a vision of inclusive growth in areas of electronic services and digital literacy. It's also ensure that services are available to management, schools and teachers electronically by improved on line infrastructure and by making the department digitally empowered in the field of technology.

PRESSING/ NEEDING AREAS OF BECS

Budget allocation to BECS is very low as compare to Formal Sector, which ultimately effects quality of education. As compare to Formal Education Sector, BEC Schools lack facilities for its students. BECS project is facing various issues i.e. low honoraria / salaries of BECS teachers, low allocation, delayed release, missing facilities for BECS students and schools. To improve the existing condition of schools and quality of education, Directorate General of Basic Education Community Schools is seeking the support of International Donors, Business Community, NGOs, Foundations, Individuals and other private entities in order to generate investments in addition to Government Funding for improvement of quality of education in BECS. It is based on the principle of volunteerism and partnership for education.

- **Provision of missing facilities in already established 12,304 BECS**: Assistance in areas like: poor infrastructure conditions, missing basic facilities (Toilets, clean drinking water, water cooler, electric fan), Additional teacher, Provision of furniture i.e. student desks / chairs etc.

- **Investing in early childhood** education and enhancing quality in basic education (Early Childhood Kit)
- **Provision of Teaching Learning Material and Teaching Learning Aids:** Provision of Text Books
- **Teachers Training/ Community Mobilization:** Conducting of training for teachers and Village Education Committees
- **Capacity Building of Staff:** Managerial Training for Officers / Employees.
- **Information and Communication Technology (ICT): A**wareness related to ICT-Provision of Tablets etc.
- **Advocacy / Sensitization / Mass Education/Enrolment Campaigns**: (For SDGs /MDG, EFA & UPE): Assistance in Development of Brochures, Literacy Primers, Literacy Manual, Banners, and Posters, Advocacy through print and electronic media.
- **Sports Facilities:** Provision of Sports Goods in BECS Schools
- **Health Facilities:** Provision of Hygiene Kit to BEC Schools
- **Resource Centers/Libraries:** Establishment of Resource Centers / Libraries to equip children with resources of knowledge and learning material

NATIONAL EDUCATION FOUNDATION
ISLAMABAD

National Education Foundation (NEF) was established in 1994 through Cabinet Resolution and became operational in 1996. In 1997 Federal Teacher Foundation was also merged with it. In order to make NEF a more vibrant and effective organization, it was restructured as corporate body through Presidential Ordinance in April, 2002. Through this ordinance NEF has been assigned the mandate to promote basic education through Public Private Partnership in FATA, Gilgit Baltistan, AJK and ICT.

VISION:

Providing quality enabling education through public private partnerships for disadvantaged group.

MISSION:

To become vibrant catalyst for quality enabling education through support to private and non- governmental sectors by mobilizing sufficient resources as an effective self sustaining organization.

OBJECTIVES:

The objective of the organization to promote to quality and gender sensitive education in the territories of "Federally Administered Tribal Areas".

i. Promotion of education through Public Private Partnership:

ii. Capacity building of the organization working in education sectors.

iii. Research & Development by providing support to organization engaged in education development, research assessment and evaluation.

Contribution in Education sector

National Education Foundation has been working in the development sector especially in the field of education since 1996. NEF has a history of tangible contribution in the field of education. NEF has been given mandate to cater for the children of disadvantaged group of Federal Administered Areas i.e. FATA, Gilgit

Baltistan, AJK and ICT. NEF has so far established 800 Community Schools in Federal Administered Areas i.e. ICT, FATA, Gilgit-Baltistan, & AJK and handed over to Directorate of Basic Education and Community Schools Islamabad for operation. NEF laid the foundation education voucher program with financial assistance of World Bank and Japan Social Development Fund in 2004. Under this scheme NEF enrolled/ supported 6,123 children through voucher from 2004 to 2010. NEF has other contribution in these areas like micro financing, provision of free books to libraries and students, capacity building of teachers etc.

Allocation for year 2016-17

NEF has two regular programs i.e. Community Model Schools and Scholarship and Financial Assistance Program for which Rs. 15.14 million and Rs. 3.14 million was allocated respectively for FY 2016-17. During the FY 2016-17, a Pc-I titled "Vocational Schools through Public Private Partnership" amounting to Rs. 50 million was approved by DDWP. National Education Foundation runs its regular programs out of the return on its Endowment Fund.

Major activities carried out during FY 2016-17

The following activities were carried out during FY 2016-17

S.#	Programs/ Projects	Description/ Activities during FY 2016-17
1	Community Model Schools of AJ &K	Managing & Operation of 43 Community Model Schools located at Muzaffarabad AJ &K under the Program Sustainability of Community Model Schools established by NEF by providing the honoraria of 119 teachers and 39 Ayas of AJK. **Activities:** (a) Provided of free text books to 3,478 students of these schools during the FY 2016-17. (b) Provided honoraria to 119 teachers
2	Scholarship and Financial Assistance Program	Awarding scholarships to the children of Federal Government Teachers and financial assistance to the widows of Federal Government Teachers.

		Activities: (a) Awarded scholarship to 337 students and financial assistance to 39 widows.
3	Vocational Schools through Public Private Partnership	New Project with titled "Vocational Schools through Public Private Partnership" was started by National Education Foundation w.e.f July, 2016 in 12 private schools located at ICT, AJK, FATA and Gilgit Baltistan approved by the DDWP for year 2016-17 to provide the vocational education from Class 6th to 8th alongwith formal education. **Activities:** (a) Following Technical/Vocational trades under this Program are being taught For Male students, Electrical, Mobile Repairing, Welding, AC and Refrigeration, Plumbing etc. For Female Students, Stitching and Fashion Designing, Beautician, Embroidery etc. (b) About 2000 students have been enrolled and fee payment to schools (c) Developed vocational curriculum for class 6th and distributed among students (d) Development of vocational curriculum for 7th is nearing completion (e) Established workshops in 11 schools (f) Project staff office equipments were purchased (g) Workshop standards were developed (h) Carried out monitoring

4	Financial Assistance to Al-Firdous School, Islamabad	(i) Provided financial assistance to Al-Firdous School having 11 teachers and 330 students up to primary level. (j) Provision of free text books to 330 students of this school

Contribution to Vision 2025

The programs and projects of NEF are contributing to the human and social capital improvement of country. The vocational project of NEF is a source to develop knowledge based economy imparting skills in the disadvantaged group of society.

Future plans

National Education Foundation will run its regular programs out of return of endowment fund for coming years. Moreover, PC-1 titled "Vocational Schools through Public Private Partnership" of National Education Foundation, amounting to Rs 50 Million was approved for FY 2016-17. Due to late release of funds the project activities couldn't be completed in the year. No cost extension amounting to Rs. 16 Million has been granted by the Ministry for FY 2017-18. Moreover, a PC-I amounting to Rs. 430 Million for next four years has been forwarded to the Ministry of Federal Education and Professional Training for revision. The continuation of this project depends upon the approval of revised PC-I under consideration.

PAKISTAN NATIONAL COMMISSION FOR UNESCO-PNCU

Introduction

Pakistan joined UNESCO on September 14, 1949. A Section was setup in the Ministry of Education in 1950 for liaison with UNESCO. The PNCU was established on July 1, 1985; as an autonomous body through the Resolution of November 1984 under the Ministry of Education (devolved). The PNCU became as a Sub-ordinate Office of Ministry of Education since December 29, 2004, in terms of Supreme Court of Pakistan judgment. As such the organizations established through Resolution were deemed to be sub-ordinate offices as defined in Rule 2(1)(XX) of Rules of Business 1973, if within the stipulated period no legislation/Act of Parliament was passed by all such autonomous departments. After 18th Amendment in the Constitution, PNCU was initially transferred to Economic Affairs Division in April 2011 and recently to the Ministry of Professional & Technical Training w.e.f June 08, 2012

Vision/Mission

The PNCU liaison with UNESCO and ISESCO for the need assessment, planning, implementation, monitoring and evaluation of the programmes in their fields of competence vis-a-vis education, science, culture, information and communication, external relations and cooperation, planning and documentation. The PNCU shares information on the objectives, programmes and activities of UNESCO/ISESCO among the concerned Ministries of Federal Government, Departments of Provincial Governments, the private sector and the civil society organizations.

The PNCU provides expert knowledge and advisory services to the concerned Ministries and Organizations in the fields of Education, Science, Culture and Mass Communication. It is also responsible for effective and efficient functioning of Pakistan Office in UNESCO-ISESCO Headquarters and prepare briefs for Pakistan Delegation s to the UNESCO General Conference and its Executive Board, ISESCO General Conference and its Executive Council, International Conferences on Education, Education Ministers Conference and to hold briefing session s for members of the delegations prior to their participation in such Conferences.

PNCU is a creation of Article VII of constitution of UNESCO to perform following functions:

- ***Foster close liaison and cooperation among state agencies, professional, associations, universities and centers of research and education.***

- ***Encourage participation of national governmental and no-governmental institutions in the formulation of UNESCO's programs to secure, for the Organization, intellectual, scientific, artistic or administrative assistance that it may require.***

- ***Participate in the planning and execution of activities entrusted to UNESCO under UNDP, United Nations Environment Programs (UNEP), United Nations Population Fund (UNFPA) and other international programs.***

- ***Participate with other National Commissions in joint studies on matters of interest to UNESCO.***

- ***Coordinate with UNESCO & ISESCO HQs, National Commissions and Regional Offices of Member States to improve bilateral cooperation in the relevant fields.***

- ***Encourage, at the national level, inter-disciplinary dialogue and cooperation among relevant institutions to help bring intellectual resources for holistic development.***

Achievements of Pakistan National Commission for UNESCO since 2016 - 2017 are as under:

- Finalized agenda for 200 Session of UNESCO Executive Board of UNESCO.

- Finalized agenda for 201 Session of UNESCO Executive Board of UNESCO.

- Finalized agenda for 36 Session of ISESCO-Executive Council in Rabat Morocco.

- Facilitated participation of 58 experts in activities of UNESCO/ ISESCO in 2016-2017.

- UNESCO/Poland Co-Sponsored Fellowships Programme Cycle 2016, *in the Engineering Cycle 2016, two students were awarded the said fellowship.*

- UNESCO/Peoples Republic of China-Great Wall Co-sponsored Fellowships Programme cycle 2016-17. *One Pakistani student from the University of Punjab Lahore was awarded in the said fellowship programme. Her field of study is accounts and management.*

- The present government of Pakistan is aiming at increasing the literacy rate of the country, and develops the education sector of the country. PNCU coordinates with the government to support relevant departments for promoting the concept of education for sustainable development (ESD), which is also a UNESCO mandate. In November 2016 a World Conference on ESD was held in Aichi-Nagoya, Japan in which Pakistan participated and showcased its good practices as well as learned from global experiences.

- PNCU coordinating with UNESCO and Ministry of FE&PT for supporting better access, improved quality and safe learning environment for girls in the hard-to-reach areas of Pakistan under MALALA Fund for promoting "girls' right to education" globally.

- Coordinated with the Pakistan Meteorological Department (PMD) and Space & Upper Atmosphere Research Commission (SUPARCO) for successfully implementing the Flood Management Project with the technical cooperation of the UNESCO Category II Institute International Centre for Water Hazard and Risk Management (ICHARM) in Japan.

- Under UNESCO Participation Programme 2016-17, 19 projects were submitted to UNESCO Headquarters, Paris related to fields of competence and emergency assistance. A project under Emergency Assistance US$ 50,000/- for Flood Affected Areas had approved and seven projects for the year 2016-17 are being evaluated by UNESCO. Three projects out of seven projects had approved which are being implemented by concerned departments through PNCU.

- Professor Zabta Khan Shinwari, Secretary-General, Pakistan Academy of Sciences, and Chair of the Biotechnology Department of the Quaid-i-Azam University, Islamabad elected as member of World

Commission on the Ethics of Scientific Knowledge and Technology (COMSATS) for a period of four years from 2016-2019.

- A participant from Air University, Islamabad participated in the 16th Asia-Pacific Training Workshop on Education for International Understanding, 16-24 August 2016, Republic of Korea.

- A Draft Country Report on the Implementation of the Convention and Recommendation against Discrimination in Education had been submitted to UNESCO Headquarters Paris.

- The filled-in questionnaire on the Sixth Consultation on the implementation of the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) had been forward to UNESCO Headquarters Paris.

- World Science Day (WSD) 2016 was celebrated in coordination with Pakistan Science Foundation.

- Pakistan as a member of the Technical Cooperation Group (TCG) on the Indicators for SDG4 – Education 2030 participated in the first and Second meeting of TGT held at Washington DC and Madrid, Spain.

- E-9 Ministerial Meeting on Education 2030 was held in Dhaka, Bangladesh on 5-7 February, 2017. **Honorable Minister of State and a senior officer, Ministry** of Federal Education and Professional Training participated.

- Questionnaire on the role and utility of ASPnet project was completed and submitted to UNESCO HQ. Paris and a certificate of appreciation have been awarded to Secretary General, PNCU.

- Celebration of International Literacy Day (ILD) September 2016. Pakistan National Commission for UNESCO celebrated International World Literacy Day on 8th September, 2016 with UNESCO Associated School Project Network-ASP-net to highlight the importance of Education especially in Pakistan to develop a socio-ecumenically progressed and empowered nation at 30 UNESCO House, H-8/1, Islamabad. The Secretary General – PNCU, Hafiz Sher Ali highly applauded the intellectual and moving speeches presented by the

students of public and private UNESCO ASP-net schools of Rawalpindi and Islamabad at PNCU.

- Pakistan National Commission had organized Awards and Certificates Distribution Ceremony of Mitsubishi Asian Children's ENIKKI FESTA on 23h May, 2017 at Pakistan Manpower Institute, Islamabad. Mr. Muhammad Baligh-ur Rehman, Minister of State for Ministry of Federal Education and Professional Training was the Chief Guest of the said event. Mr. Shoaib Mir, Secretary, Ministry of Federal Education and Professional Training were also participated in this event. Guests from Ministry of Education, ASPnet Focal Persons, Head of different UNESCO ASPnet schools, Teachers, Awards and Certificates winners and their parents from Sind, AJ&K, Rawalpindi and Islamabad participated in this ceremony. Ms. Rashida Aun Ali Student of Spring Field Public School Rawalpindi won Grand Prix Award, Gold Medal and Certificate from National Federation of UNESCO Associations in Japan.

Activities Planned:

- Celebration of Literacy Day September, 2017.
- Celebration of World Teachers Day October 2017.
- Coordination of 2002 Session of UNESCO Executive Board Meeting in September, 2017.
- Coordination of 39th Session of UNESCO General Conference in October, 2017.
- Coordination of 38 Session of ISESCO Executive Council Meeting in November, 2017.
- *Networking between PNCU and ASP-net to collaborate for dissemination of critical information about post 2016-17 agenda of Education for All and for planning of related projects.*
- *Capacity building of the PNCU staff.*

NATIONAL CURRICULUM COUNCIL (NCC)

The PC-I of National Curriculum Council (NCC) Secretariat is revised and approved at a cost of Rs. 164.75 million by Ministry of Planning, Reform and Development in 2017. The main objectives of the NCC project include establishment of National Curriculum Council, to facilitate NCC in coordination with all federating units in matters related to curriculum development specially development of Minimum national standards for Quality Education, National Curriculum Framework, Revision of Curriculum for ICT and development of model textbooks and teachers' manual.

3. Following activities were undertaken during last financial year 2016-17 under National Curriculum Council (NCC) project:

a. Minimum Standards for Quality Education

The minimum Standards for Quality Education in Pakistan have been developed in consultation with all federating units which were approved by Inter Provincial Education Ministers Conference (IPEMC). This document contains standard in respect of Learners, Curriculum, Textbooks and Learning Materials, Teachers, Assessment, Early Learning and Development and School Environment. These standards ensure uniformity and compatibility in school curriculum across various federating units. The report has been printed and disseminated to all provinces/areas to guide them in revision of school curricula and development of teaching and learning materials. These standards have been followed for revision of curricula and development of teaching and learning materials by various federating units.

b. National Curriculum Framework

National Curriculum Framework (NCF) is a policy document on curriculum drawn from the National Policy documents. It sets out philosophical basis for the curriculum, knowledge, understanding, skills, values, and attitudes that students are expected to acquire in terms of Student's Learning Outcomes in the key learning areas at a specific level. NCF aims to evolve effective and productive principles, processes, policies and strategies for curriculum development, implementation and evaluation. It is decided in 7th NCC meeting held on 16th February 2017 that drafting committee, with the representation from each province/area, to review NCF in view of the feedback given

by the participants of the workshop held on Feb 15-16, 2017. The draft meeting on 6th April, 2017 and incorporated recommendations/ suggestions of the workshop in the 4th draft. In 8th NCC meeting held on 25th July, 2017 approved National Curriculum Framework and NCF has focused on the objectives of education in view of the goals contained in various National Policies. The NCF contained the broader guidelines for revision and development of curricula and providing guidelines on different aspects of curriculum such as teacher training, teaching and learning materials, teaching and learning environment, assessment, evaluation and research, information sharing and harmonization.

c. Supplementary Curriculum on Values Education

This is first ever developed document in Pakistan in which all values have been integrated with respect to class and subjects. For the preparation of this document, National Curriculum Council had a consultative meeting with stakeholders such as Ministry of Climate Change, NAB, NDMA, NACTA and Ministry of Human Rights. Each department provided their research reports and finding to include themes of soft skills such as compassion and care (for self, environment, safety and security), honesty and integrity, local and global citizenship, civic sense, democracy Water, Sanitation and Hygiene (WASH). The document 'Supplementary Curriculum on Values Education' contains SLOs for all themes and it is divided into different subjects and class.

d. Development and Revision of National Curriculum-2006 (Pre I-V)

One of the main functions of the NCC Secretariat is to revise school curricula of ICT and developed learning standards. In order to revise school curricula and to develop standards, draft Standards Operating Procedure have been prepared and would be notified by the Ministry after approval. For revision of curricula for each core subject, committee comprising ten members constituted to review and revise curricula of ICT and develop standards for each core subjects from pre I-V. After the completion of all three phases of Curriculum revision, the Curriculum 2017 for ICT was aligned with International Curriculum such as England, New Zealand, USA, Malaysia, Finland, Cambridge, Maldives and Australia to fulfil the requirement of TIMMES. For each subject curriculum of Primary classes, progression grid was developed based on SLOs which ensures the vertical and horizontal

alignment within the subjects and with other classes. In all three phases, involvement of practicing teachers and assessment experts helped to address the classroom issues and to improve existing examining practices for quality improvement. Final draft of revised subject curriculum has been approved by the Federal Education and Professional Training, Islamabad.

NATIONAL INSTITUTE OF SCIENCE & TECHNICAL EDUCATION

1. INTRODUCTION

The National Institute of Science and Technical Education (NISTE) is located in the education sector H-8 of Islamabad. It is centrally placed between twin cities of Islamabad-Rawalpindi, and provides an ideal educational environment. NISTE is a merger of National Technical Teachers' Training College (NTTTC) and the Institute for the Promotion of Science Education and Training (IPSET). Presently, it is working as a Subordinate Office of the Ministry of Federal Education and Professional Training, Government of Pakistan, Islamabad.

NISTE is spread over 26 acres of land. It possesses a housing colony for staff; workshops and laboratories equipped with the elaborate equipment in many classical and modern technologies, as well as, applied sciences. It has also an auditorium, conference hall, library and educational resource center, general services, computer centers, syndicate rooms, faculty offices, and five hostels for three hundred trainees/students and visiting national and international guests.

More than 44,000 teachers of science and technical education have been trained so far in various fields of science and technical education. In addition to achieving its targeted goals the Institute is also offering short duration training courses in IT and different vocational and technical courses for Diploma of Associate Engineers (DAE) and SSC pass students from all over the country, which aim at alleviating poverty from the country. Through these programs, knowledge, skills, competencies and attitudes in line with labour/job market needs are developed. Details of major achievements during financial year 2016-2017 are as under:—

2. DETAIL OF ACTIVITIES CONDUCTED DURING FINANCIAL YEAR 2016-17

(i) Training of youth in various skills/vocational trades

(ii) Training of manpower in Information Technology

(iii) Training of manpower in software development

3. OVERALL ACHIEVEMENTS

The targets set out during the preceding financial year, i.e. 2016-17 and the extent to which they have been realized are as under:

Sr. No.	Description	Number of students/youth		%age of achievement
		Targets set out for FY 2016-17	Achievement	
1.	Skill / Vocational courses	250	240	96.00%
2.	Information Technology	150	143	95.33%
3.	Software Development	250	232	92.80%

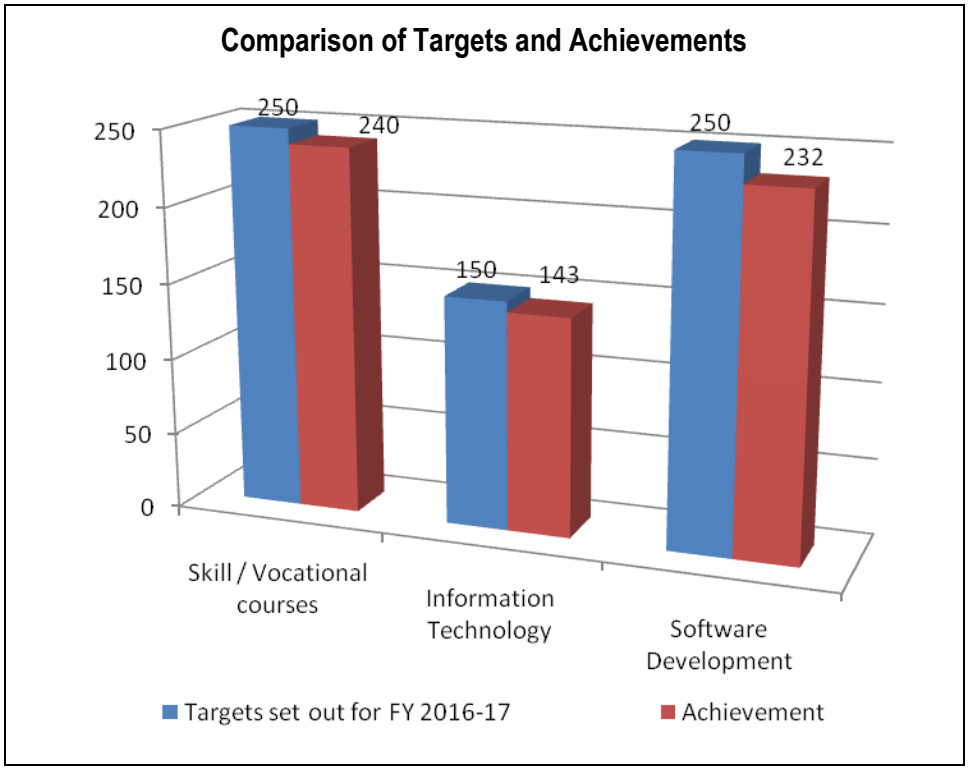


Figure-1: The targets set out during the preceding financial year and the extent to which they have been realized

4. PROGRAM-WISE DETAIL OF ACHIEVEMENT

Program-wise achievement during the financial year 2016-17 is as under:-

(1) SIX-MONTH SKILL / VOCATIONAL COURSES

a. Six-Month Vocational Training Courses under Prime Minister Youth Skills Development Program through NAVTTC (Phase-III Batch-I) (From 18-05-2016 to 17-11-2016)

S.#	Name of Course/Trade	Number of Student Trained
1.	Industrial Electrician	22
2.	Civil Surveyor	19
3.	Quantity Surveyor	18
	Total	**59**

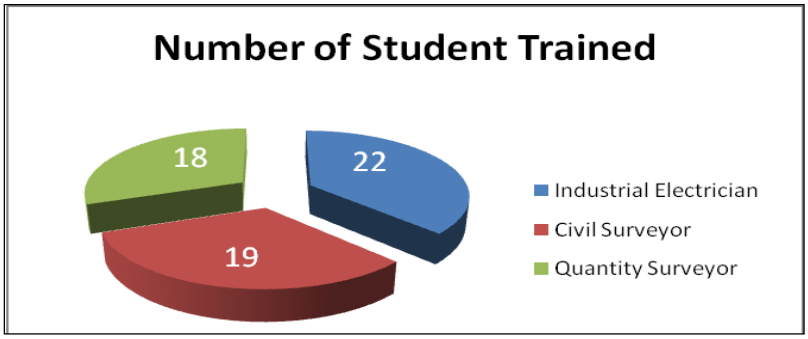


Figure-2: Students trained under Prime Minister Youth Skills Development Program through NAVTTC (Phase-III Batch-I) (From 18-05-2016 to 17-11-2016)

b. Six-Month Vocational Training Courses under Technical Competency Development Program (TCDP)

S.#	Name of Course/Trade	Number of Student Trained
Batch-35 (From 11-05-2016 to 16-11-2016)		
1.	Domestic Electrician	10
2.	Refrigeration & Air-Conditioning	4
3.	Computer Networking	4
4.	AutoCAD in Architecture	12
Batch-36 (From 03-11-2016 to 06-02-2017)		
5.	Auto Mechanic	16
6.	Refrigeration & Air-Conditioning	11
7.	AutoCAD	12

S.#	Name of Course/Trade	Number of Student Trained
Batch-37 (From 15-12-2016 to 15-06-2017)		
8.	Civil Surveyor	8
9.	Civil Lab Technician	4
10.	AutoCAD	14
11.	Refrigeration & Air-Conditioning	12
12.	Short Film Making	7
	Total	**114**

Number of Student Trained through TCDP

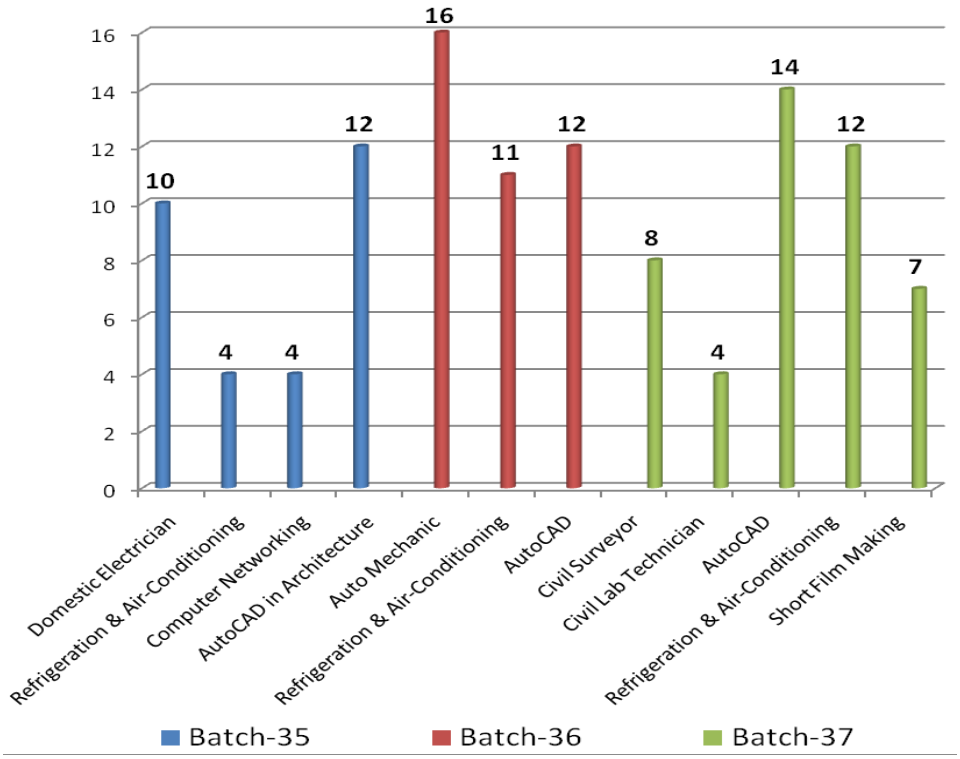


Figure-3: Students trained under Technical Competency Development Program

(2) DIPLOMA IN INFORMATION TECHNOLOGY / COMPUTER HARDWARE & SOFTWARE UNDER DCHS PROGRAM

S.#	Name of Course/Trade	Number of Student Trained
Batch-42 (September 2016 to November 2016)		
1.	Diploma in Information Technology	17
2.	Diploma in Computer Software	4
3.	Three-Month Short Certificate Courses on information Technology: (i) MS Office (2) (ii) AutoCAD (1) (iii) Graphic Designing (2) (iv) Data Entry Operator (1)	6
Batch-43 (December 2016 to March 2017)		
4.	Diploma in Information Technology	21
5.	Diploma in Computer Software	12
6.	Diploma in Graphic Designing and Web Page Development	18
7.	Three-Month Short Certificate Course on information Technology: (i) MS Office (4) (ii) C++ (1) (iii) Java Language (1) (iv) AutoCAD (1) (v) Graphic Designing (1) (vi) Webpage Development (1) (vii) Oracle (1)	10
Batch-44 (April 2017 to June 2017)		
8.	One-Year Diploma in Information Technology	15
9.	Six-Month Diploma in Computer Software	25
10.	Six-Month Diploma in Graphic Designing and Webpage Development	8
11.	Three-Month Short Certificate Courses on IT: (i) Office Automation (2) (ii) Visual Basic (1) (iii) Web Programming (1) (iv) Data Entry operator (1) (v) Graphic Designing (2)	7
	Total	**143**

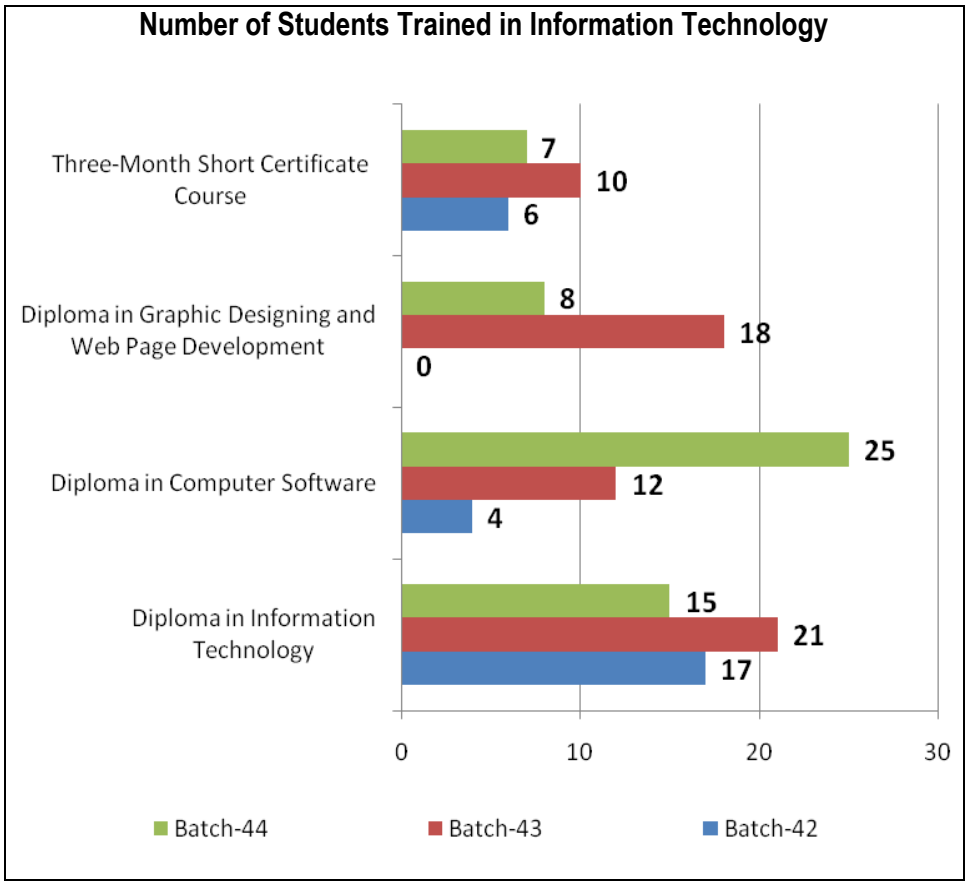


Figure-4: Students trained in Information Technology

(3) TRAINING ON SOFTWARE DEVELOPMENT UNDER PUBLIC-PRIVATE PARTNERSHIP

S.#	Name of Course/Trade	Duration		Number of Student Trained
		From	To	
1.	Graphic Designing (Batch-I)	01-08-2016	30-09-2016	26
2.	Graphic Designing (Batch-II)	23-01-2017	23-03-2017	18
3.	PHP (Batch-I)	01-08-2016	30-09-2016	16
4.	PHP (Batch-II)	23-01-2017	23-03-2017	10

S.#	Name of Course/Trade	Duration		Number of Student Trained
		From	To	
5.	ASP.net (Batch-I)	15-06-2016	15-08-2016	21
6.	ASP.net (Batch-II)	03-10-2016	03-12-2016	13
7.	ASP.net (Batch-III)	23-01-2017	23-03-2017	10
8.	Android Development (Batch-I)	01-08-2016	30-09-2016	20
9.	Android Development (Batch-II)	23-01-2017	23-03-2017	11
10.	Android Development (Batch-III)	03-02-2017	03-04-2017	6
11.	IGSP (Batch-I)	11-06-2016	23-07-2016	24
12.	Business Intelligence/DWH (Batch-I)	24-05-2016	24-07-2016	17
13.	Business Intelligence/DWH (Batch-II)	24-01-2017	24-03-2017	19
14.	Computer for Kids (Batch-I)	01-08-2016	30-09-2016	21
			Total	**232**

Number of Student Trained

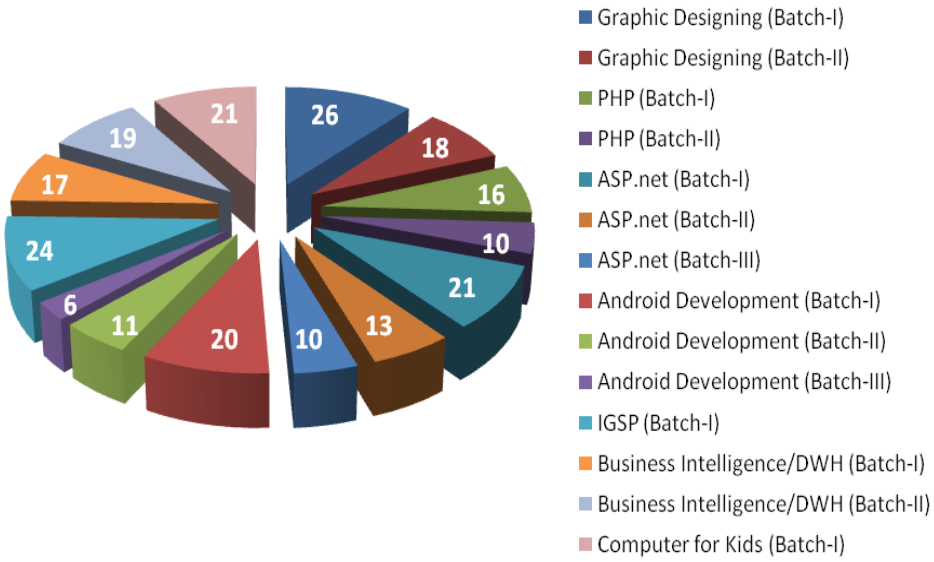


Figure-5: Manpower trained in Software Development

(4) SIX-MONTH SKILL / VOCATIONAL COURSES

a. Six-Month Vocational Training Courses under Prime Minister Youth Skills Development Program through NAVTTC (Phase-III Batch-II) (From 02-01-2017 to 01-07-2017)

S.#	Name of Course/Trade	Number of Student Trained
1.	Industrial Electrician	23
2.	AutoCAD	23
3.	Documentary Ad & Short Filmmaking	21
	Total	**67**

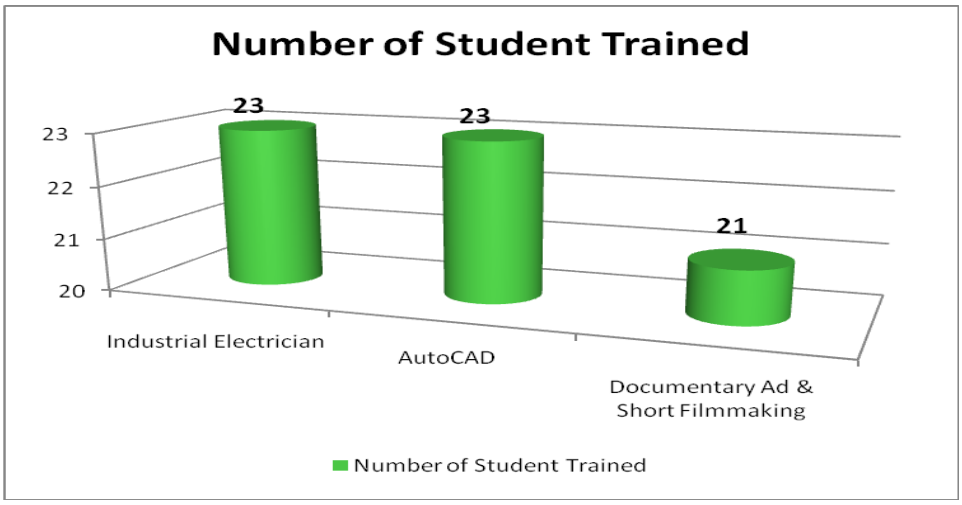


Figure-6: Youth trained in various vocational trades under Prime Minister Youth Skills Development Program through NAVTTC (Phase-III Batch-II) (From 02-01-2017 to 01-07-2017)