

Punjab Skills Development Project

Project Operations Manual

Department of Industries, Commerce, and Investment
Government of the Punjab

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ABBREVIATIONS AND ACRONYMS

AGP	Auditor General of Pakistan
ASER	Annual Status of Education
BTE	Board of Technical Education
CBTA	Competency-Based Training and Assessment
CGA	Controller General of Accounts
COO	Chief Operating Officer
CPS	Country Partnership Strategy
CQS	Consultant's Qualifications Selection
DAE	Diploma in Associate Engineering
DA	Designated Account
DAO	District Accounts Office
DBOM	District Board of Management
DfID	Department for International Development (UK)
DLI	Disbursement-Linked Indicator
DoICI	Department of Industries, Commerce and Investment
DP	Development Partner
EEP	Eligible Expenditures Program
EIRR	Economic Internal Rates of Return
FBS	Fixed Budget Selection
FM	Financial Management
FMIS	Financial Management Information System
FY	Fiscal Year
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GP	Global Practice
GoPunjab	Government of the Punjab
HRDP	Human Resource
IBRD	International Bank for Reconstruction and Development
ICB	International Competitive Bidding
ICT	Information and Communication Technologies
IDA	International Development Association
IDP	Institutional Development Plan
IFP	Investment Project Financing
IFR	Interim Financial Report
ILO	International Labor Organization
IMC	Institute Management Committee

IMF	International Monetary Fund
LCS	Least Cost Selection
LFS	Labor Force Survey
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MIS	Management Information System
MTBF	Medium Term Budgetary Framework
NAVTTTC	National Vocational and Technical Training Commission
NCB	National Competitive Bidding
NGO	Non-Governmental Organization
NVQF	National Vocational Qualifications Framework
ORAF	Operational Risk Assessment Framework
PA	Partnership Agreement
PBTE	Punjab Board of Technical Education
PbPPR	Punjab Procurement Rules
P&D	Planning and Development Board (Punjab)
PDO	Project Development Objectives
PEFA	Public Expenditures and Financial Accountability
PF	Partnership Framework
PFM	Public Financial Management
PIFRA	Project for Improvement of Financing, Reporting and Auditing
PIU	Project Implementation Unit
POM	Project Operations Manual
PPP	Public-Private Partnership
PPRA	Punjab Procurement Regulatory Authority
PSA	Punjab Skills Agency
PSCAC	Private Sector Advisory Council
PSDF	Punjab Skills Development Fund
PSDP	Punjab Skills Development Project
PSLM	Pakistan Social and Living Standards Measurement
PSSC	Punjab Skills Steering Committee
PSSCC	Punjab Skills Sector Coordination Cell
P-TEVTA	Punjab Technical Education and Vocational Training Authority
PVTC	Punjab Vocational Training Council
QBS	Quality-Based Selection
QCBS	Quality and Cost-Based Selection
RFP	Request for Payment
SBD	Standard Bidding Documents
SDA	Special Drawing Account
SDR	Special Drawing Rights
SIL	Specific Investment Loan
SME	Small and Medium Enterprise
SoE	Statement of Expenditure
SOP	Standard Operating Procedures
STEP	Skills Towards Employment and Productivity
TA	Technical Assistance

TEVTA	Technical Education and Vocational Training Authority
TLM	Teaching-Learning Material
TOR	Terms of Reference
TP	Training Provider
TTI/TTC	Technical Training Institutes and Centers
TTB	Trade Testing Board
VTI	Vocational Training Institute
WB	World Bank

Chapter One: Purpose and Background of the Project Operations Manual

Section 1.1 Purpose of the Project Operations Manual

The purpose of the Project Operations Manual is to provide the main principles and procedures governing project implementation, results reporting and fiduciary responsibilities.

The Pakistan Skills Development Project (PSDP) has two components. Component One uses results-based financing, and disburses funds against the achievement of targets that have been agreed by the GoPunjab and the International Development Association (“the Association”) during project preparation. Component Two finances all technical assistance and capacity building required to enable the achievement of the Component One targets, and manages project implementation; it uses a traditional disbursement mode based on unaudited interim financial reports.

For Component One, the Project Operations Manual (POM) provides the main principles and procedures pertaining to:

- disbursing against project results, including all conditions to be met, evidence to be gathered, and protocols to follow;
- implementation activities, including the main steps to be undertaken, the roles and responsibilities of all those with responsibility for implementation and achieving results, and the relationships between the different agencies involved in project execution; and
- the monitoring and evaluation of project results.

All disbursement-linked targets for Component One are values assigned to disbursement-linked indicators (DLIs) in different years of project implementation. The POM:

- defines the disbursement-linked indicators;
- describes the DLI targets to be achieved, with their deadlines;
- details the conditions that must be satisfied in order for each DLI target to be considered achieved;
- explains what evidence must be provided to demonstrate that the conditions have been satisfied;
- elaborates the procedures, timing and responsibilities pertaining to reporting DLI results and providing evidence; and
- outlines the monitoring and evaluation responsibilities of implementing agencies for each sub-component of Component One, with particular reference to the project’s results framework.

The POM details the World Bank rules and procedures to follow for all financial transactions of the project, as well as the rules and procedures for procurement for Component Two. With respect to Component Two procurement, this includes mainly the technical assistance (TA) and capacity building that will be financed to support the achievement of Component One results. The terms of reference of these TA and the capacity building are provided in the relevant POM chapters pertaining to Component One. Procurement undertaken by GoPunjab agencies to

achieve project results – excluding any TA and capacity building financed by Component Two – are governed by the relevant rules, regulations and procedures of the GoPunjab.

The POM also outlines the staffing and other implementation arrangements for the Project Implementation Unit, as well as its terms of reference.

The POM is subject to review and approval by the DoICI through the Secretary, after having:

- been endorsed by the Head of the two main agencies (P-TEVTA and PSDF) responsible for achieving project results;
- received a no-objection from the Association; and
- been reviewed by the Head of the Project Implementation Unit (if appointed).

During the implementation of the project, either the DoICI (through the Secretary) or the Association may from time to time propose changes to the POM in light of implementation experience. Proposals from the DoICI may originate from a request by the PIU Director or any of the agencies/entities responsible for implementation. The POM will be revised only upon approval of the Association.

The POM is a legally binding document. The DoICI and all project-implementing agencies/entities will strictly observe the provisions of the POM.

Section 1.2 Background to the Project Operations manual

Slow progress on improvements in human development indicators undermines Pakistan's, and hence the Punjab's, competitiveness, economic growth, and efforts to alleviate poverty. Pakistan's net enrollment rates (NERs) remain among the lowest in the region (except Afghanistan) at 68% for primary education,¹ with large gender and provincial disparities. Low education attainment and poor education quality at the school level pose persistent challenges as these children eventually enter the labor market. Given the Punjab's size in terms of population and income, its education outcomes largely reflect those of the country, albeit with marginal improvements in some indicators. Primary NER, although higher, has actually decreased from 74% to 72% between 2011/12 and 2012/13. Learning outcomes are higher than national averages as reported in the Annual Status of Education Report (ASER) 2013, but still low in absolute terms.

The Punjab, Pakistan's most economically advanced (52% of Pakistan's GDP) and most populated (56% of Pakistan's population) province, has experienced a sharp decline in economic growth since 2004/05 (along with the rest of the country), remaining under 4% in each of the last four years. The largest sectoral shares in provincial GDP (2011/12) belong to agriculture (23%), community, social and personal services (18%), wholesale and related trade (17%), and manufacturing (17%). Over the last three years, the highest average growth has taken place in community, social and personal services (7.4%), construction (6.7%), manufacturing (4.4%), and wholesale and related trade (4%).² Close to half of Punjab's employed labor force is engaged in

¹ PSLM 2012/13

² Calculations from data in Punjab Social Sector Public Expenditure Review (2013), the World Bank.

the agriculture, forestry, and fishing sector (45%), followed by manufacturing (15%), wholesale/retail trade and repair of vehicles (14%), and construction (7%).

To address constraints to growth in the province, the Government of the Punjab (GoPunjab) has prepared an ambitious Growth Strategy (2015-18) which identifies the following challenges - under-utilized manufacturing capacity, stagnant exports, productivity deficits, slowing progress on Millennium Development Goals (MDGs), slow employment generation, under-employment and widening skills gaps, underpinning all of those is the rising security deficit. The Growth Strategy provides a roadmap for addressing these challenges, including skills shortages and mismatches. The Growth Strategy identifies the following industries as priority sectors with high growth potential: textile & garments, light engineering, auto parts, surgical instruments, cutlery, agricultural implants, pumps, sports and fans, construction, pharmaceutical and food processing.

Education and training are generally regarded as essential investments for increasing employment and earnings, and are thus necessary for growth. GoPunjab's Growth Strategy (2015-2018) envisions that Punjab will become a "secure, economically vibrant, industrialized and knowledge-based [province], which is prosperous and competitive wherein every citizen enjoys high quality life" by 2018. The key to achieving this vision is catalyzing employment-intensive growth which places job creation and skills development at the core of the strategy. To achieve the goal of doubling the province's GDP growth rate from 3.5 to 8 percent by 2018, the Growth Strategy estimates the need to produce 2 million skilled workers by 2018 which is a highly ambitious goal. With an average age of 21 years, Punjab's population currently comprises a very large share of mostly unskilled working age youth not ready for high quality productive jobs. Since the capacity of the higher education system is limited, the Government envisions using the TVET sector to close much of the country's skills gap which is outlined in the GoPunjab Skills Vision for 2018.

Sectoral Background

TVET Landscape

Skills demand

Realization of the GoPunjab strategy goals to stimulate growth in industry and agriculture calls for skilling new labor market entrants and increasing productivity and employability of existing labor market participants. Urbanization, rural-urban and foreign migration, demographic change and increasing number of students with primary and secondary education create additional skills demand pressures for populations to be effectively absorbed in the labor markets. An Employer Survey conducted in 2013 reveals that almost one-fourth of firms report a lack of skilled employees, with the most acute shortages perceived by firms in the construction and manufacturing, and education sectors. Employers value soft skills (for example, team work – 54%, communication - 46%), side by side with previous work experience (73%), time management skills (65%), and job-specific technical skills (63%) all of which are highly valued by employers when making decisions regarding employee retention.

Labor market outcomes

The labor market in Punjab is characterized by low labor force participation, primarily attributed to women, and high unemployment rate of youth. Labor force participation of women is 2-3 times lower than that of men. Unemployment rates are the highest for 15-24 year olds. This age group is also characterized by low levels of schooling (below Matric), and the highest levels of underemployment (worked less than 35 hours a week and actively seeking alternative/additional work). Close to half of Punjab's employed labor force is engaged in the agriculture, forestry, and fishing sector (45%), followed by manufacturing (15%), wholesale/retail trade and repair of vehicles (14%), and construction (7%).

Distribution of skills in the labor force

In 2013, 11.8% of working age (15-64 year olds) population received some kind of technical or vocational training in Punjab with 3.3% receiving it on-the-job and 8.5% off-the-job³. Men had a higher likelihood to obtain TVET than women, 15 versus 8.8%, respectively. Those who received TVET were much more likely to participate in the labor force (76.4%) than those who did not (50%). The unemployment rate of TVET graduates was slightly lower (6.3%) than that of those who did not graduate (6.6%). TVET graduates were also more literate than their non-TVET counterparts, 72.5 versus 58.5%, respectively. TVET graduates were in high demand in mining and manufacturing, as 49.8 and 41.1% of workers in those industries had TVET, followed by electricity, gas and water, construction and transport and communication sectors. High proportions of plant and machine operators (62.5%), crafts workers (53.3%) and technicians (27.8%) had TVET.

Training provision

Punjab's skills development sector is complex and comprises multiple public, private and NGO training providers. It is difficult to estimate the exact total enrollment capacity of the sector since training is provided by many different public departments/institutions and there is no central, provincial coordination. Rough estimates suggest that as of 2013, the sector enrolled around 164,000 students⁴. Public providers are responsible for training of the majority of students (76 percent). The major public training providers are Punjab Technical and Vocational Education Training Authority (P-TEVTA) and the Punjab Vocational Training Council (PVTC). Specialized training is also provided by other departments, for example the Departments of Agriculture, Health and others. Finally, there are almost 500 registered private training providers operating in the province⁵.

Table 1. Overview of TVET sector in Punjab, selected providers (2013-2014)

Agency	Number of institutions	Number of trades	No. Enrolled			No. Completed		
			Male	Female	Total	Male	Female	Total
P-TEVTA	369	170	62,845	22,675	85,470	24,469	15,171	39,640
PVTC	175	43	18,721	14,941	33,662	16,085 ^a	10,724 ^b	26,809
Private,	106	249	22,426	17,374	39,800	19,661	16,318	35,979

³ The LFS questionnaire does not ask whether off-the-job training was pre-employment or not. The assumption is that it is most likely pre-employment training.

⁴ Punjab Skills Vision 2017-2018 presentation

⁵ Affiliated with PBTE

other government and NGOs ^c								
Total	650	462	103,992	54,990	158,932	60,215	42,213	102,428

Source: P-TEVTA, PVTC

Note: ^{a,b} - provided by PVTC in terms of ratio (40% of graduates are women, 60% are men); ^c - private, other government and NGO refers to institutions which participated in the PSDF schemes. Total number of private, other government and NGO training providers in the sector is higher since not all of them participate in the PSDF schemes.

P-TEVTA, the largest public training provider in the province and the regulatory authority for training institutions, manages 369 training institutes (48 technical; 321 vocational)⁶, and offers more than 170 different technical and vocational courses across the province. P-TEVTA-run institutions enrolled over 85,000 trainees in 2013-14⁷, around 27 percent of whom were girls (Table). Of these, about 50% are enrolled in technical courses and 49% in vocational courses. It is the only public training provider which offers technical education, primarily in the form of three-year Diploma of Associate Engineers (DAE) degrees. In addition to these degrees, it offers vocational courses which run from three months to 24 months. In 2013, around 40,000 students passed-out from P-TEVTA run institutions (38 percent girls). The annual number of graduating students is much lower than the overall enrolled students since some courses take more than one year to complete. Unfortunately, it is impossible to assess the pass-out rate of students since the enrollment and passing-out databases are not compatible yet⁸.

PVTC employs a public-private partnership (PPP) model to deliver short-term (six and 12 months plus two months of mandatory on-the-job training) vocational training primarily funded by Zakat⁹ funds to the poorest of the poor. Training is provided at the local level (sub district) through the 175 Vocational Training Institutes (VTIs) across province with considerable employer involvement in training design and delivery. PVTC enrolled around 53,000 students in 44 trades in 2013/14 out of which around 33,000 (44% girls) were enrolled in technical and vocational courses while the rest in entrepreneurship, soft skills and basic literacy. The pass-out rate from PVTC technical and vocational courses was 80% in 2013.

Another major player in the skills development sector is the Punjab Skills Development Fund (PSDF) which provides funding to public and private training providers on a competitive basis for training in market relevant fields. PSDF is funded by DfID and GoPunjab. In 2013/2014 approximately 40,000 students (44% girls) were enrolled in the programs run by public (excluding PVTC and P-TEVTA) and private training providers funded by PSDF in 14 districts

⁶ It is difficult to strictly distinguish technical from vocational institutes, as some technical institutes may offer short term vocational courses in addition to technical courses.

⁷ Enrollment includes both new enrolled students in a given year and those who continued studies from previous years, for example, second and third year students from DEA degrees.

⁸ Enrollment MIS system is operated by P-TEVTA MIS division, while passing-out data are obtained from PBTE and TTB records. P-TEVTA envisions merging these two data bases in the future.

⁹ Zakat is an annual contribution of wealth required of all Muslim adults with sufficient means toward the poor, needy or otherwise. District zakat committees (which report to the Zakat and Ushr Department at the provincial level) provide a list of zakat-deserving students to PVTC's vocational training institutes (VTIs) every year. Selection into a training program then takes place if a potential candidate passes the VTI admission test.

of Punjab. PSDF has strict funding criteria which contribute to high completion rates – approximately 90% in 2013-2014.

Training certification

Punjab Board of Technical Education (PBTE) and Trade Testing Board (TTB) are two major testing and certification authorities in Punjab both affiliated with P-TEVTA. PBTE tests and certifies students from both technical and vocational courses; TTB is responsible for testing of vocational students only. In 2013, students from 660 institutions were affiliated with PBTE and 228 with TTB. PVTC tests and certifies its own students. Students from other public and private training providers can also get certified by other certification bodies, such as City and Guilds.

TVET system regulation

There is a lack of clarity with respect to the regulation of training provision in Punjab due to overlapping regulatory functions of national and provincial authorities in the province. At the federal level, the regulation, coordination, and formulation of policy direction for skills development in Pakistan is the mandate of the autonomous National Vocational & Technical Training Commission (NAVTTTC). Its functions include the development of national occupational skill standards, curricula, and TVET trade testing certification systems; regulation of affiliated skills training providers; establishment of an accreditation system; and performance evaluation of TVET institutes. At the provincial level, regulation of training institutions is the mandate of P-TEVTA, whose functions as a regulator are very similar to NAVTTTC, e.g., regulation and registration of training providers, curricula development and certification through PBTE and TTB. While federal legislation supersedes provincial legislation, NAVTTTC has not taken on a regulatory role in any of the provinces, and it is unclear how P-TEVTA regulates training providers aside from registering new training providers.

Box 1. Key Players in the Skills Sector
National Vocational & Technical Training Commission (NAVTTTC)
<ul style="list-style-type: none"> • Autonomous body at federal level; regulatory body for all TVET institutions • Functions include development of national occupational skill standards, curricula, and trade testing certification systems for TVET; the regulation of affiliation of skills training providers; the establishment of an accreditation system; and the conduct of performance evaluation of TVET institutes
Punjab Technical Education & Vocational Training Authority (P-TEVTA)
<ul style="list-style-type: none"> • Largest public training provider in Punjab; key registration body private sector TEVT providers; Controlling authority of PBTE and TTB • Functions include provision of technical and vocational education and training, regulation of institutions, curricula development, and the provision of common facilitation centers for the introduction of new technology
Punjab Vocational Training Council (PVTC)
<ul style="list-style-type: none"> • Largest vocational training providing body; set up in collaboration with the private sector; managed by CEO; private sector Board • Employs a public-private partnership (PPP) model to deliver vocational training primarily funded by zakat funds and other donors
Private Sector TVET Institutions
<ul style="list-style-type: none"> • 480 institutions operating across Punjab – out of these, 196 are poly-techniques (these institutions are affiliated with PBTE)
Punjab Skills Development Fund (PSDF)
<ul style="list-style-type: none"> • Not-for-profit company set up in collaboration with DfID (matching funds provided by GoPunjab) to channel

<p>funds to public, private, and not-for-profit Training Providers (TPs) on a transparent and competitive basis to provide short-term vocational training (and up-skilling the low-skilled) to the poor and vulnerable</p> <ul style="list-style-type: none"> • Originally targeted 4 of the poorest districts in South Punjab. Now operational in 14 districts with plans to expand across the province
<p>Punjab Board of Technical Education (PBTE)</p> <ul style="list-style-type: none"> • Corporate body with PTEVTA as controlling authority; provides affiliation services to P-TEVTA • Conducts final examinations pertaining to TVET and commercial education below degree level, certifies successful candidates • Responsibilities include setting of conditions for recognition of skills providing institutions, as well as the regular inspection of recognized institutions. • Authority to accord, refuse or withdraw recognition to institutes on recommendation of appointed inspection committees.
<p>Trade Testing Board (TTB)</p> <ul style="list-style-type: none"> • Placed under P-TEVTA; conducts certification for vocational courses only • Core functions also include the affiliation of institutions

Challenges in the skills development sector

The main challenges in the skills development sector of Punjab include: a limited supply of skilled workers, a weak institutional framework, a lack of evidence-based policy making, low quality and relevance of training, market failures in industry-provision of training, and low access to skills training. The paragraphs below provide a brief description of these challenges.

Skills shortages and mismatches. Punjab faces significant skills shortages and mismatches, and there is a growing demand for market-relevant, job-specific skills produced by the skills sector, especially in emerging economic sectors. The GoPunjab is concerned about existing skills shortages and mismatches in the labor market, especially in the priority sectors identified in the Growth Strategy. The STEP employer survey conducted in 2013 corroborates this concern, with almost one-fourth of firms surveyed reporting a lack of skilled employees,¹⁰ and with acute shortages perceived by firms in the construction (58%) and manufacturing (48%) sectors. Firms also report that the existing skills development system does not produce workers with the kinds or levels of skills required by employers (54%).

Limited supply of skilled workers from the TVET system. The GoPunjab estimates that the average annual enrollment in the skills training system (both public and private) is only 164,000 graduates against an annual estimated requirement of 500,000 skilled workers in a high-growth scenario.¹¹ As described in the paragraphs above, the public sector is the major training provider in the Punjab, and job-specific skills development in the Punjab takes place in a variety of settings and includes short-term and long-term programs provided by both the public and private sectors, as well as through apprenticeship and firm-based training.¹²

A fragmented skills development system characterized by the lack of a coordinated strategy. This is exacerbated by a lack of clarity on the accreditation and regulatory roles of key provincial

¹⁰ Data from the survey is not statistically representative for the provinces, but calculations show that employers in Punjab respond very similarly to national averages.

¹¹ Skills chapter from the Punjab Growth Strategy based on 2012/13 numbers

¹² There is limited information available on the latter two, and this Project focuses on formal TVET only.

stakeholders' vis-à-vis the National Vocational & Technical Training Commission (NAVTTTC). Functions pertaining to regulation, coordination and formulation of policy direction for skills development in Pakistan, although the mandate of NAVTTTC, have not been exercised. At the provincial level, P-TEVTA plays both regulatory and training provider roles, which poses a conflict of interest. However, it is unclear how P-TEVTA regulates training providers aside from registering new training providers. Training assessments are carried out by two agencies, the Punjab Board of Technical Education (PBTE) and the Trade Testing Board (TTB), whose functions are overlapping. There is also a lack of coordination of training provision at the provincial level between many departments and agencies, such as the Departments of Agriculture and Industries and several others all of whom are engaged in skills training.

Policy decisions are not made on the basis of evidence or data. While data is collected at the agency level, there is no consolidated data on the skills sector in the Punjab, either on the supply- or demand-side. The skills policy planning process does not regularly verify national and provincial demand based on information from the labor market and employers. Timely and accurate information about current demand for skills and training opportunities is lacking, as are reliable indicators of emerging needs. Not surprisingly, no regular studies track competencies achieved, and it is not possible to evaluate the performance of training institutions or programs directly.

Low quality and relevance of skills training, especially by the public sector. Employers in Punjab question the quality and relevance of public and to some extent private training provision. Sixty percent of firms say that the TVET system does not produce enough people with the kinds of skills required by employers, and over half of firms feel that the TVET system does not produce enough people with up-to-date knowledge of methods, materials and technology.¹³ Factors contributing to low relevance and quality of TVET are: (i) outdated curricula; (ii) a lack of competency-based training and assessments; (iii) little or no formal on-the-job training (OJT) incorporated into skills training programs; (iv) absence of national- or provincial-level qualifications frameworks; and (v) weak linkages with employers in terms of training design, delivery and employment placement.

Skills constraints are a key impediment to industrial performance in the Punjab, particularly for Small and medium enterprises (SMEs). A Lahore University of Management Sciences survey (2012) found that lack of skills in the workforce is a barrier especially for small and medium enterprises across all key sectors.¹⁴ Many firms end up having to offer training programs in-house to candidates with very low levels of literacy which raises their costs of production and becomes a particular problem for small and medium sized firms which cannot always afford to have in house training facilities. In the Punjab, nearly 90% of labor force employment is provided by the private sector and the overwhelming number in micro enterprises. Nearly 86% work in units with less than five employees, while 93% are employed in units with less than 10 workers.¹⁵

¹³ Employer survey from STEP 2013.

¹⁴ SMEs in Pakistan constitute 90% of the economic establishments and contribute 30% of GDP and 25% of export earnings and 78% of the non-agricultural labor force.

¹⁵ More specifically, lack of adequately trained workforce is a major constraint in textiles and garments and more so for smaller firms that cannot afford space or material to train workers in-house. The pharmaceutical sector lacks any support in skills training from the government. The larger firms import expertise whereas the small and medium ones are deprived of such facilities. The light engineering sector that includes fans, cutlery, surgical instruments,

There is low access to training, especially for women and the poor. Overall, access to skills training is low, as is social demand, due primarily to the low quality and irrelevant training provided. Men are marginally more likely to complete TVET than women (9.02% and 7.94%, respectively)¹⁶, possibly because women are less likely to have completed five years of schooling (typically the minimum entry requirement for enrollment in a vocational course) and because they do not have the mobility to attend training courses, many of which are offered in urban areas which are not accessible to them.¹⁷ It is also likely that women may opt not to attend TVET courses because of low female labor force participation rates. Women in Punjab are over three times less likely to participate in the labor force than men (25% vs 82%, respectively), two times more likely to be unemployed (10% vs 5%, respectively) and earn 1.7 times less compared to men.¹⁸ Household economic conditions are correlated with the likelihood of receiving education – while 76% of 15-64 year olds in the poorest quintile in the province are uneducated, only 16% in the richest quintile have no education. Only 8.4% of 15-64 year olds in the poorest quintile have received at least middle school education, compared to 74% in the richest quintile. Data on the incidence of TVET by household wealth is not available; however, a larger share of individuals from upper quintiles (richer individuals) compared to the poorest quintile is expected to have received TVET due to TVET entry requirements (at least middle school).¹⁹

Project Development Objective

The Project Development Objective (PDO) is to improve the quality, labor market relevance of, and access to skills training programs in priority sectors in the Punjab.

PDO Level Results Indicators

The following PDO indicators would be used to measure progress of PDO achievement:

- a. Percentage of graduates employed six months after completing training in market-relevant courses
- b. Establishment and functioning of the Punjab Skills Agency (PSA)
- c. Number of students passed out from market-relevant courses

The PSDP Results Framework (RF) lists the complete set of indicators, including those listed above, along with agreed annual targets, to monitor Project progress. This is available in ‘Chapter Three: Component Two’ of this POM.

machinery, agriculture equipment and pumps are predominantly small and medium enterprises. All these sectors require industry specific trained workers, which are not being currently produced by TEVTA (public sector) or private sector training institutes.

¹⁶ Based on LFS 2012/13

¹⁷ Cheema et al (2013).

¹⁸ Calculations from LFS 2012/13.

¹⁹ Based on PSLM 2010/11. It is not possible to gauge information about TVET completion by wealth quintile neither from LFS nor from PSLM. The LFS does not provide information about household wealth/assets. The PSLM does not ask about TVET education of individuals. However, According the STEP household survey, no one in the poorest quintile had completed TVET. The TVET completion rate increases by the wealth reaching 3.6 percent in the 4th quintile, but then goes down to 2.8% in the 5th (richest) quintile. There are considerable discrepancies between STEP and LFS TVET completion data, thus STEP data should be used only indicatively.

Project Description

The Project is a US\$50 million IDA Credit to be implemented over a five year period, i.e. FY2016 – FY2020. The Project has two components:

Component 1: Improving and Expanding Market-Relevant Skills Training (US\$46 million of IDA Credit)

This component uses results-based financing (RBF) to support the achievement of GoPunjab's Growth Strategy and the Punjab's Skills Development Strategy and Vision 2018 objectives through five sub-components along three strategic lines: (a) strengthening the skills training system; (b) improving the quality and relevance of skills training; and (c) increasing access to market-relevant trades. For each sub-component, a disbursement-linked indicator (DLI) has been identified with time-bound targets. These DLIs can be found in 'Chapter Two, Section 2.1.2 DLI1 protocols.' Targets have been selected as key links in a results chain that incrementally contribute to the achievement of the Project Development Objective. Funds would be disbursed upon the achievement of results. Disbursements are expected to take place in April of each year and against Eligible Expenditure Programs (EEPs).²⁰ A brief description of activities to be supported by this component can be found below. A detailed description of the DLIs, and protocols for verifying compliance with each, can be found in each Section for respective DLIs.

The objectives of this component are to: (i) strengthen the skills training system; (ii) improve the quality and relevance of skills training; and (iii) increase access to market-relevant trades.

Strategic Area One: Strengthening the Skills Training System. The Project would work to strengthen public institutions in the Punjab to accredit, regulate, certify and deliver skills training services. It would achieve this by: (i) developing a single agency responsible for the accreditation, regulation and certification of all training providers and graduates in the province; and (ii) addressing institutional constraints in P-TEVTA to help it become an efficient and effective training provider of quality and market-relevant courses. Two sub-components would support this strategic area.

Sub-component 1.1: Support to effective regulation and certification of the skills training sector. The objective of this sub-component is to strengthen assessments of skills training in the Punjab and to issue qualifications that are nationally recognized. The Punjab Board of Technical Education (PBTE) and the Trade Testing Board (TTB) would be merged to become a single independent institution, the Punjab Skills Agency (PSA), responsible for the accreditation, regulation and course-certification of technical and vocational skills training service providers in the province. This would address the challenge of overlapping roles and functions of P-TEVTA, PBTE, and TTB. The PSA would carry out its functions within the framework of the National Skills Strategy, the Pakistan National Vocational Qualifications Framework (PNVQF) and the national introduction of Competency-Based Training and Assessment (CBTA).

To support the creation and strengthening of the PSA, the Project would undertake a functional review of the PBTE, TTB and P-TEVTA. The review would make detailed recommendations on

²⁰ It is expected that the FY 2016 target for DLI 4 would be met by October 2015 and therefore, one disbursement will take place in October/November 2015 but only in Year 1 against DLI 4.

the required structure/organogram, functions and standard operating procedures, and would identify the staffing and capacities requirements of a single skills agency. The Project would support development and implementation of a budgeted plan to create a new agency, covering such aspects as the drafting of legal and regulatory documents; human resource recruitment, management and development; housing of the agency; and the procurement of materials and equipment. The TTB and PBTE would cooperate closely from the start to ensure the smooth introduction of CBTA (see Sub-component 1.3) and facilitate the merger. For this subcomponent, release of IDA funds will be linked to the achievement of the following DLI: Establishment and effective functioning of the Punjab Skills Agency (PSA) (DLI1).

Sub-component 1.2: Strengthening the P-TEVTA as a skills training provider. The objective of this sub-component is to strengthen P-TEVTA to be a more demand-driven, efficient and effective skills training provider. The Project would support P-TEVTA in a three-tiered functional review to develop and implement a four-year Institutional Development Plan (IDP). The review would be carried out in coordination with the functional review undertaken for sub-component 1.1. The three tiers refer to the P-TEVTA Secretariat, its District Management, and its training institutions.

The P-TEVTA would first articulate a new vision for a more decentralized organization focused on delivering quality and market-relevant training effectively and efficiently. The P-TEVTA would undertake a functional review to analyze, *inter alia*,: (i) the P-TEVTA's legal framework, organizational structure and functions, and operating procedures; (ii) the amounts, profiles and capacities of human resources; (iii) the network of training institutions, including their powers, resources, information management and their workload in relation to capacity; and (iv) course offerings, including enrolment, pass-outs and placements, as well as how these courses are selected and updated. The P-TEVTA would develop and implement a budgeted Institutional Development Plan with yearly targets. The IDP should include separate schedules of implementation pertaining to the restructuring of the P-TEVTA Secretariat, professional development of Secretariat staff and the number, staffing and autonomy of training institutions. For this sub-component, the release of IDA funds will be linked to the achievement of the following DLI: Improved training provision by the public sector training provider (DLI2).

Strategic Area 2: Improving the quality and relevance of training programs. The Project would work to raise the quality of skilled graduates through: (i) the introduction of competency-based training and assessment; and (ii) improved collaboration between employers and training providers to increase the industrial relevance of training content. Two sub-components would support this strategic area.

Sub-component 1.3: Competency-based skills training and assessment. The objective of this sub-component would be to strengthen public provision of skills training and assessment systems to become more effective and demand-driven through the introduction of competency-based training and assessment packages aligned to the Pakistan National Vocational Qualifications Framework (PNVQF).²¹ The current system follows a syllabus-based and time-bound approach that focuses on candidates meeting theory-based academic requirements of the course and

²¹ The PNVQF framework has been finalized by NAVTTC in late 2014 with the support of GIZ and in the process of being further developed for implementation by the provinces.

passing an exam. The new approach focuses on candidates being able to demonstrate competencies required in the workplace, as defined by industry. A Competency-Based Training and Assessment (CBTA) package would contain competency standards, rules for a qualification, the curriculum, teaching and learning materials and an assessment package. Competency standards will describe what a worker should be able to do and know to effectively perform a job in the workplace. To support this reform, the P-TEVTA would adapt or develop competency-based training and assessment packages and introduce them in their training institutions. This reform would be closely aligned to the creation and activities of the new PSA which would be responsible for assessing all candidates passing through the CBTA courses. The PSA and its assessors would receive capacity building through this sub-component to conduct competency-based assessments. For this sub-component, the release of IDA funds will be linked to the achievement of the following DLI: Design and effective implementation of CBTA training packages (DLI3).

Sub-component 1.4: Industry Partnership Agreements. The objective of this sub-component is to improve the quality and relevance of training provision through improved collaboration between the private sector ('skill demand') and training providers ('skill supply'). Interventions would focus on, but not be limited to, developing partnerships with small and medium enterprises (SMEs) in priority economic sectors.

Under this sub-component, the Department of Industries, Commerce and Investment (DoICI) and P-TEVTA would develop, in close collaboration with the private sector, a Partnership Framework (PF) that provides guidance and parameters for Partnership Agreements (PA) between industry and training providers (TPs). The PF would define the clear measurable criteria that individual PAs must incorporate which would include: (i) the parties that are eligible to engage in a PA; (ii) the potential scope of activities that could be supported through PAs; (iii) the minimum contributions of parties including cost sharing; (iv) the range of expected outcomes (including employment of graduates); (v) monitoring arrangements; and (vi) a template for drafting a PA. The DoICI and P-TEVTA would facilitate the identification of potential areas and parties for a PA, their negotiations, and the drafting of a legally-binding PA. TPs that are party to a PA may be from either the private or public sector, provided they are registered as a TP with P-TEVTA.

The DoICI and P-TEVTA would provide technical and limited financial support for implementation of the PAs. The DoICI and P-TEVTA would monitor PA implementation and outcomes, including through third-party evaluations. They would develop a sustainability plan to promote PAs beyond the life of the Project. For this sub-component, the release of IDA funds will be linked to the following DLI: Strengthened collaboration between training providers and employers to improve quality and relevance of training provision (DLI4).

Strategic Area Three: Increasing access to market-relevant trades. The Project would work through one sub-component to increase enrolment in technical and vocational training courses that produce the skills needed in priority economic sectors identified in the Growth Strategy.

Sub-component 1.5: Increasing the supply of skilled workers in market relevant trades. The objective of this sub-component is to increase the number of skilled and certified workers in

priority trades through a competitive training fund for public and private sector training providers.

A training fund would be administered by the Punjab Skills Development Fund (PSDF) to competitively select providers through a public and private window, respectively. The public training providers eligible to compete would include the P-TEVTA, the PVTC, plus other public-sector training providers, such as universities.²² In the private window, all private, public-private partnerships (PPPs) and not-for-profit training providers would be eligible to compete. Contracts would cover variable course-related costs, including tuition, training materials, uniforms and certification examination fees, plus a stipend. At least 15% of the total trained workers would be female. This fund would be administered by the PSDF in addition to and separate from the fund already being implemented by them. Pro-poor targeting for both windows would be supported in two ways. First during the selection of TPs, those which have outreach mechanisms for the poor will receive a higher score. Second, from the pool of applicants who meet course entry requirements, TPs will be required to give preference to individuals with demonstrable poor socio-economic conditions (e.g., if they are BISP beneficiaries or *zakat* recipients). For this sub-component, the release of IDA funds will be linked to the following DLI: Increased access to market relevant trades offered by public and private training providers (DLI5).

Component 2: Project Management, Monitoring and Evaluation, and Technical Assistance (US\$4 million of IDA Credit)

The objective of this component is to support project management, monitoring and evaluation (M&E), and technical assistance (TA) to enable the achievement of the DLIs and ensure efficient and effective management of project implementation. M&E strengthening of the skills development system is embedded within project design and financing for M&E activities would be funded by this component. It would also finance surveys and studies to support the development of policy actions and strategies in areas where technical support could better inform policy makers and Development Partners, specifically, in the areas of increasing women's participation and private sector provision of skills training programs. In addition, this component would finance advisory, technical assistance and capacity building support to achieve DLIs 1-5. It would also finance project operating costs, *inter alia*, personnel costs associated with seconding staff²³ to and hiring technical assistance for the Project Implementation Unit (PIU), equipment, supervision costs (transportation and per diems) and incremental operating costs at associated with the work of staff or TA working on project implementation. It would also finance a communication strategies and communications activities to provide outreach to stakeholders, particularly women and the poor, as well as to provide information about project activities and benefits.

Lending Instrument

²² Public universities in the Punjab also serve as Training Providers (fee charging) usually in specific specialized trades (agriculture, horticulture, IT, etc.) and would be eligible to bid for training funds as part of the public sector window.

²³ These will be Project allowances given to those civil servants deputed to the PIU by the GoPunjab. Allowances will be in accordance with GoPunjab's "Policy on Project allowances" No. FD.SR-1/9-20/2006.

The Project would use an Investment Project Financing (IPF) lending instrument based on a results-based funding (RBF) approach. Component 1 would be results-based and project funds would be disbursed against selected line items in P-TEVTA annual budgets (Eligible Expenditures up to capped amounts and contingent on the achievement of agreed DLIs). Component 2 would use a traditional disbursement mode based on unaudited interim financial reports.

Eligible Expenditure Programs (EEPs). The GoPunjab and World Bank have agreed that selected EEPs would be from the P-TEVTA budget for salaries and training. Both of these are non-procurable items and have a direct relationship to the desired outcomes of the Project.

The DLIs reflect GoPunjab's priorities and strategies for skills development. They include intermediate results, implementation performance targets or institutional reform indicators that build incrementally over the life of the Project to improve the quality, relevance and coverage of skills development programs. There are five DLIs, one for each of the five sub-components. Each DLI has time-bound disbursement-linked targets. Some are expected to improve the focus, effectiveness and efficiency of critical institutions in the sector responsible for accreditation, regulation, certification and training or to improve the relevance, quality and scope of training initiatives by strengthening linkages between industry and training providers. Others are linked to increasing access to skills training in priority economic sectors. From a disbursement perspective, DLIs are independent of each other. Non-compliance with a DLI target for one sub-component in a period means that the disbursement of funds associated with that DLI target will be withheld until the target is met, yet it does not affect disbursement against targets of other DLIs. Each disbursement target value is weighted equally at US\$2 million. There are 23 targets in total.

Bank financial management guidelines would apply to the entire Project. Bank procurement guidelines would apply only to Component 2.

Chapter 2: Component One

Section 2.1. Component 1.1: Support to effective regulation and certification of the skills training sector

Section 2.1.1 Objective and content of sub-component

The objective of this sub-component is to strengthen assessments of skills and training in the Punjab and to issue qualifications that are nationally recognized. GoPunjab is in the process of a merger of the Punjab Board of Technical Education (PBTE) and the Trade Testing Board (TTB) to create a single and independent agency responsible for the province's functions of accreditation, regulation and course-certification of technical and vocational skills training service providers operating in the province. The new Punjab Skills Agency (PSA) would carry out its functions within the Pakistan National Qualifications Framework, and the national introduction of Competency-Based Training and Assessment. It would be the agency in the Punjab that manages the responsibilities to accredit courses and certify candidates in accordance with the nationally recognized training and assessment standards set forth in the PNVQF. The PSA would be responsible for a draft of Quality Assurance and control measures on behalf of NAVTTC. These would include oversight of the registration process of training service providers (TSP) as well as instructors/teachers and assessors. The PSA would also ensure that nationally accredited training curricula are used, assessments are made in accordance with course package requirements and that nationally recognized qualifications are issued.

The administration of assessments would include: (i) selection, training and accreditation of assessors; (ii) the development of assessment materials; (iii) organization of assessments themselves; (iii) issuance of PNVQF-compliant certificates of qualifications to candidates assessed as competent; and (iv) record-keeping on qualifications that have been issued to successful candidates. The PSA would also be responsible for the management of the development of new CBTA packages (competencies, curricula, performance standards, assessment plans and materials, and teaching-learning materials) and their attestation from NAVTTC. It would also monitor other accrediting agencies and match, where possible, their skills recognition to those of the PSA.

The Project will support the development of the single agency in parallel with the actions which would result in the merger of the PBTE and TTB (legal action to take place during the first year of project implementation). The Project will undertake a functional review of the PBTE, TTB and P-TEVTA, as well as any other provincial agencies with official authority pertaining to accreditation, regulation and course-certification. The review will analyze the legal framework, organizational structure and functions and staffing and capacities of these institutions in light of the need to create a single skills agency. The review will be overseen by a steering committee that operates under the authority of the Department of Industries and includes membership from the P-TEVTA Secretariat, the PBTE, the TTB and other significant stakeholders. The committee will be chaired by a senior executive of the Department of Industries. The review will make detailed recommendations on the required structure/organogram, functions and standard

operating procedures and staffing and capacities for the single skills agency. Based on these, the Project will support the development and implementation of a budgeted plan to create the new agency, covering such aspects as the drafting of legal-regulatory documents; human resources recruitment, management and development; housing the agency; and the procurement of materials and equipment. Each existing institution that will be part of the merger process will create an internal steering committee to facilitate participation in the review and implementation of the action plans. Once the PSA is created and operating, the Project will evaluate the agency with a view to identifying and remedying any institutional and operational weaknesses.

The formation and development of the PSA will be incremental as outlined in the DLI targets for each year and would take up to four years to complete. By the end of the Project, the PSA will, in accordance with the National Skills Policy, be solely responsible for accreditation, regulation and course-certification of all P-TEVTA and private TPs. For the interim period, the PSA creation plan would clearly indicate all transitional arrangements. While TTB and PBTE will initially continue to execute their existing duties, they will cooperate closely from the start to ensure the smooth introduction of CBTA and to facilitate the merger. This critical cooperation will include joint work on managing CBT assessments and sharing premises, starting in 2015.

This sub-component is linked to a DLI with targets pertaining to the following: (i) completion of the functional review (in 2016); (ii) approval of the new PSA's Standard Operating Procedures Manual and Human Resources Development Plan (in 2017); (iii) co-location of 80% of PSA staff (2018); and (iv) accreditation, regulation and course-certification of all P-TEVTA and private TPs, as well as the training of 70% of PSA technical staff in accordance with the HRDP (in 2019). These are detailed in the next section.

Section 2.1.2 DLII protocols

This section has two parts. The first part is a table detailing the DLI target and date of achievement, the conditions to be met in order for the target to be considered achieved, and evidence that must be submitted in order to verify that the target has been met along with the entity/post responsible for keeping/providing the evidence. The second part provides supplementary notes on verification procedures and responsibilities.

DLI targets, conditions of achievement, and verification evidence

DLI target and date of achievement	Conditions to be met in order for target to be achieved	Evidence for verification of target (and entity/post responsible for providing evidence)
<p>By April 2016: The DoICI has completed a functional review of TTB and PBTE.</p>	<p>The functional review (FR) will be considered to be completed when the following conditions have been satisfied:</p> <ul style="list-style-type: none"> • the terms of reference (ToR) of the FR are satisfactory to the Association. • the final report has been accepted in writing by both the PIU and IDA as having satisfactorily fulfilled the ToRs. • the final report has been discussed during a meeting of the Board of Directors of P-TEVTA, and the Board of PBTE (either jointly or separately). • The final report has been discussed by the DoICI at a meeting chaired by the Secretary, DoICI. • There is evidence that the TA-DLII (author of the FR) consulted with all departments/units of PBTE and TTB 	<p>Terms of reference for the FR (PIU) Final report of FR (PIU/TA-DLII) Minutes of meeting(s) attended by P-TEVTA Board and PBTE Board, signed by Chair of meeting(s) (P-TEVTA/PBTE) Minutes of DoICI meeting, signed by the Secretary DoICI (DoICI) ‘Consultations’: any document capturing the content or conclusions of the consultations, such as minutes, notes or report made by the TA (TA-DLII, PIU).</p>
<p>By April 2017: An organogram, Operations Manual and HR Development Plan for a new Punjab Skills Agency (PSA) is approved by PSA Board of Directors.</p>	<p>The organogram, Operations Manual (OM) with work-flow diagrams and Human Resources Development Plan (HRDP) will be considered to be approved when for each of the organogram, OM and HRDP the following conditions have been satisfied:</p> <ul style="list-style-type: none"> • the document has been formally approved in writing by the governing body that is empowered by law to approve it, as per the legislation and any legal-regulatory framework that legally create and constitute the Punjab Skills Agency (PSA, or whatever name is given the institution at the time of its legal creation). 	<p>‘Formal approval’: In the event that the empowered body is the Board of Directors of the PSA, the evidence of formal approval will be the Minutes of an</p>

	<ul style="list-style-type: none"> • the document is satisfactory to the Association. • the organogram identifies and describes: (i) all organizational units of the PSA, such as the Office of the Director, Test Certification Department, Human Resources Department, Legal Department, etc., and how they are linked to one another by lines of authority and reporting; (ii) all posts (personnel) of the PSA and where they are situated in the organization; and (iii) the terms of reference of each post, including its line of reporting and reporting duties, and duty station. • the OM describes the standard operating procedures governing the execution of all functions of the PSA, including the standard operating procedures (SOP) for each and every organizational unit with work-flow diagrams. It will also include the design and operational procedures of the Management Information System and Research Framework (MISRF). Further detail on the required content of the OM is provided in ‘Section 2.1.4 Implementation steps of main activities.’ • The HRDP describes the gap between existing PSA staff capacities and those required for its proper functioning, and identifies all staff capacity building exercises required over a three year period. The identification of the exercises will include the content and approximate duration of training (or other form of capacity building) required, the capacities that the staff should possess upon completion of the exercise, and the demonstrable results that should follow from having the capacities. Further detail on the required content of the HRDP is provided in ‘Section 2.1.4 Implementation steps of main activities.’ 	officially constituted meeting of the Board that have been signed by the Chairperson of the Board. Otherwise, written formal approval by relevant authority. (PSA or relevant authority). Organogram document (PSA, TA-DLI1) OM document (PSA, TA-DLI1) HRDP document (PSA, TA-DLI1)
<p>By April 2018: 80% of PSA staff positions as per the PSA HR development plan and organogram have been duly appointed and all are working at one premise.</p>	<p>That staff are appointed will be determined as follows:</p> <ul style="list-style-type: none"> • A staff is considered appointed when a contract of employment has been signed for a post identified in the PSA organogram. • The staff will be considered to be working at one premises when all the recruited staff have their office at the one and same premise. This condition refers only to those staff whose duty station is identified as being Lahore (or wherever the PSA HQ is based). • The percentage will be calculated based on the number of staff appointed expressed as a percentage of the total number of posts enumerated in the PSA organogram. 	<p>‘Appointed staff’: The evidence will be the contract itself (Human Resources Department of the PSA). ‘Working at one premises’: to be verified by physically checking that staff have an office at PSA HQ premises. Duty station will be that identified in employment contract or job description. (HRD of PSA).</p>
<p>By April 2019: PSA has accredited, regulated and course-certified all P-</p>	<p>The accreditation and course-certification solely by the PSA on behalf of NAVTTC will be deemed to have been achieved when the following conditions have been met:</p> <ul style="list-style-type: none"> • To accredit and regulate P-TEVTA and private training providers (TP) 	<p>Evidence that a training</p>

<p>TEVTA and private Training Providers; and 70% of appointed PSA technical staff have received training as detailed in the HR development plan.</p>	<p>means, in general, for the PSA to officially and in writing state that the TP has met the required standards to conduct vocational and educational training leading to certification that would be bestowed by the PSA. The precise meaning of ‘accredit’ will be the definition provided in the legal-regulatory documents creating and governing the procedures of the PSA.</p> <ul style="list-style-type: none"> • To course-certify a TP means, in general, to determine whether or not to grant a certificate of officially recognized qualifications to a TP-leaving student stating that the student has successfully demonstrated that he/she has mastered the defined competencies associated with that course, subsequent to an assessment administered by a PSA-registered assessor in accordance with the assessment requirements of the PSA. <p>Staff will have been deemed to have received training as per the HRDP when the staff member has completed the training (or other capacity building exercise) indicated in the HRDP. The percentage will be calculated based on the number of staff trained or otherwise had their capacities built as described in the HRDP, as a percentage of the total number of staff scheduled for training in the HRDP</p>	<p>institution has been accredited and regulated will be the official PSA document found on the premises of the TP stating that the TP has been accredited by the PSA; as well as the file of documents found on the premises of the PSA justifying the accreditation. (Training provider, PSA). Evidence that a course has been certified by the PSA IAW National Skills Policy will be the student’s certificate issued by the PSA (if the student is successful at the certification assessment) as well as the file of documents kept at PSA justifying that certification/failure (i.e. the signed assessment sheet and any other associated documents). (Student, PSA)</p> <p>The evidence of training of staff will be the certificate of course completion (if a training) or equivalent document (for other forms of capacity building, e.g. mentoring). (TA-DLI1, PSA)</p>
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DLI target verification procedures and responsibilities

For all DLIs, the evidence will be gathered either by the PIU (M&E Officer) or an independent third party contracted by the PIU (TA-TPV). The PIU (M&E Officer) will complete the work, or the TA-TPV will be contracted by the PIU under Component Two in sufficient time, to ensure that the results of the exercise for DLI3 are available no later than April 15th of each year. The ToRs of the TA-TPV will be acceptable to the Association.

In any given year, as described below, the PIU (M&E Officer) or TA-TPV will collect information and judge to what extent the target has been met. The judgement will be provided in a report, and will be taken into account by the Bank during discussions on DLI-related disbursements. With respect to the report prepared by the PIU (M&E Officer), it will be provided to the PIU Director for finalization and signature, and will then be provided to the Association. The report on DLI targets achievement and evidence produced by either the PIU or the TA-TPV must be acceptable to the Association.

If the DoICI/PSA reports for a given year that the target has not been met, there is no verification process until such time that the target is reported as being met. The deadline date to report if a target has been met will be established by the PIU and provided to P-TEVTA and all relevant stakeholders. The PIU will establish the date as being April 15th minus the amount of time required to complete the verification process. The date will be provided to P-TEVTA and all stakeholders not later than October 1st of each year. A report on the status of achieving the DLI targets for a given year may be submitted after the deadline, at which time the verification process will be initiated; the Association will then discuss with the GoPunjab disbursement against that target at the earliest opportunity.

The deadlines for reporting on targets and providing evidence may change in any given year subsequent to written agreement between the Association, the PIU, P-TEVTA, and PBTE/PSA. However, it is advisable that the deadlines not be delayed such that the verification cannot be done on a timely basis to enable disbursement before the end of the fiscal year.

If upon verification a target reported by P-TEVTA as having been met is found not to have been met, the target can be re-verified at a later date. Once P-TEVTA reports that it has been met, the verification process will be initiated; the Association will then discuss with the GoPunjab disbursement against that target at the earliest opportunity.

For 2016, the PIU (M&E Officer) will be responsible to collect as evidence that the functional review was completed:

- The final report and written evidence that the PIU has accepted the final report as fulfilling the contractual ToRs pertaining to the FR
- Minutes of the meeting(s) at which the findings and recommendations of the FR were discussed by the P-TEVTA Board and PBTE Board. The minutes must be signed by the Chair of the meeting.
- Minutes of the meeting(s) at which the findings and recommendations of the FR were discussed by the DoICI. The minutes must be signed by the Chair of the meeting.

- Notes, minutes or a report by the TA-DLI1 pertaining to consultations about the PBTE/TTB merger and creation of PSA with staff of all departments/units of the PBTE and TTB.

For 2017, the PIU (M&E Officer) will be responsible to collect as evidence that an organogram has been completed and approved by the PSA Board of Directors (or relevant approving authority):

- The organogram depicting all organizational units of the PSA, such as the Office of the Director, Test Certification Department, Human Resources Department, Legal Department, etc., and how they are linked to one another by lines of authority and reporting;
- The description of all posts (personnel) of the PSA and where they are situated in the organization, by office, department or unit; to include key skills required for each post.
- The terms of reference of each post, including its line of reporting and reporting duties, and duty station. Work-flow diagrams for the existing organizations and for the new PSA are required.
- For each of the above, documentary evidence that these have been formally approved. This may include minutes of the PSA Board meeting (signed by Chair of the meeting) that considered and approved the documents, or other signed documentary evidence that constitutes evidence that the documents have been approved by an entity authorized to approve them. It is the responsibility of the entity to provide the evidence.

For 2017, the PIU (M&E Officer) will be responsible to collect as evidence that an Operations Manual detailing all standard operating procedures for the PSA has been completed and approved by the PSA Board of Directors (or relevant approving authority):

- the Operations Manual itself detailing all standard operating procedures and work-flow diagrams for all offices/functions of the PSA. The offices/functions will include (but not necessarily be limited to):
 - Liaising with training providers to identify trainings offered and certifications required
 - Accrediting institutions and courses, and ensuring that accreditation conditions are respected
 - The administration of certification assessments of students, including planning and scheduling, notification, actual conduct, results processing and recording, results notification and archiving, and issuance of qualifications
 - The training and registering of assessors
 - The design of certification assessments, including the development of item banks
 - Communications with stakeholders
 - Security, including physical security of persons and facilities and information confidentiality and integrity.
 - Management information system and research framework (MISRF). Further detail on its minimum requirements are provided in ‘Section 2.1.4 Implementation steps of main activities.’

All procedures must meet the requirements of the PNVQF, the National Skills Policy, the introduction of CBTA, and any other relevant policies and reforms.
- documentary evidence that the OM has been formally approved, as described above.

For 2017, the PIU (M&E Officer) will be responsible to collect as evidence that a Human Resources Development Plan has been completed and approved by the PSA Board of Directors (or relevant approving authority):

- the HRDP itself including details on:
 - The identification of skills requirement for all posts.
 - The recruitment of all suitable staff for the new PSA and managing the transfer of staff from PBTE/TTB. This dimension will include a detailed analysis and costing of any and all human resource management issues that will arise as a result of phasing out PBTE/TTB and creating PSA, including who is responsible for doing what by when.
 - The identification of skills development required and the capacity building of PSA staff to be undertaken over a three year period to enable them to operate the institution in accordance with the SOP provided in the OM. The HRDP will describe the gap between existing PSA staff capacities and those required for its proper functioning, and will identify all staff capacity building exercises required over a three year period. The identification of the exercises will include the content and approximate duration of training (or other form of capacity building) required, the capacities that the staff should possess upon completion of the exercise, and the demonstrable results that should follow from having the capacities. The capacity building must cover all functions that are essential to the accreditation of institutions and courses; the training and licensing of assessors; the administration of qualifications testing; and the functioning of the MISRF. More detail on the demonstrable results that should be achieved through HRDP implementation is provided in ‘Section 2.1.4 Implementation steps of main activities.’
- documentary evidence that the HRDP has been formally approved, as described above.

For 2018, the PIU (M&E Officer) will be responsible to collect as evidence that 80% of PSA staff positions as per the PSA HR development plan and organogram have been duly appointed and all of the staff that have been recruited are working at one premise, and all staff development has been completed or planned

- Appointment will be verified by a contract or equivalent.
- Working at one premises will be physically verified. It does not apply to any staff that may have a duty station other than Lahore (or wherever HQ is located).

By no later than this year, the PSA should have been legally created. Evidence must also be provided for this, and will include the relevant legislative and regulatory documents. These documents should be included in, or referred to, in the Gazette or relevant GoPunjab circular.

For 2019, the DLI target will be verified through a third party verification exercise conducted by technical assistance (TA-TPV). The TA-TPV will be contracted by the PIU under Component Two in sufficient time to ensure that the results of the exercise are available no later than March 31st of 2019. The ToRs of the TA-TPV will be acceptable to the Association.

The evidence that a TP has been accredited and course-certified by the PSA will be based upon a sample of documents pertaining to a sample of institutions. The documents are those identified

in ‘Section 2.1.2 DLI1 protocols.’ The target states that ‘PSA has accredited, regulated and course-certified all P-TEVTA and private Training Providers.’ In this regard, ‘all’ pertains to all training providers in the sample. The size of the samples will be satisfactory to the Association, but in any case the number of institutions should not be less than 20. The sample of institutions will be drawn only from those P-TEVTA and private institutions that come under the accrediting and course-certifying authority of the PSA, as stipulated in the legal-regulatory documents governing the procedures of the PSA. The sample will also only be drawn from those institutions that are scheduled to be accredited by the PSA. That is, the legal-regulatory framework of the PSA may define a schedule of accreditation; any institutions that are not covered by the PSA’s schedule of accreditation up to and including the time at which the verification is done must not be included in the sample. For each sampled institution, two sets of documents will be gathered for verification purposes:

- The document retained upon the training provider’s premises showing that it is accredited with the PSA IAW National Skills Policy. This must be matched by the corresponding file of documents at the PSA that justify granting the accreditation.
- All graduates who have been successfully assessed in the previous 12 months are identified. Of these, three students will be selected at random. The TA-TPV will contact these students and physically check in person that they have their certificate, and that the certificate is in order. Further, the TA-TPV will cross-check with the PSA that it did indeed issue the certificate, and has a corresponding record for that student. The TA-TPV will moreover ascertain if the assessor who signed the certificate is licensed by the PSA as an assessor, by cross-checking the assessor’s name with the PSA’s list of assessors it has registered.

The evidence that 70% of appointed PSA technical staff have received necessary training as detailed in the HR development plan will be the certificate of course completion (if a training) or equivalent document (for other forms of capacity building, e.g. mentoring). It is the responsibility of the TA-DLI1 and the PSA to provide the evidence and that the skills gained were identified in the skills gap analysis. The certificate must clearly identify the nature of the training, and for it to be considered as positive evidence the nature of the training must align with the capacities identified for that person/post in the HRDP. (For instance, a course certificate in report writing for PSA accountants cannot be considered as positive evidence of training as per the HRDP if in the HRDP the only training identified for PSA accountants is the use of automated accounting systems.)

Section 2.1.3 Management arrangements: roles and responsibilities of key players

Agency/ institution/ post	Roles and responsibilities
Government of Punjab, Chief Minister	Legally create new Punjab Skills Agency (PSA) and amendments to interlocutory legislation.
Secretary, DoICI	Ensures approval of PSA organogram and staffing levels Appoints senior executive to chair SC. The chair is responsible for ensuring that the standing committee achieves component results. Ensures approval of plan for and funding of PBTE/TTB merger and PSA creation, including for establishment of premises (including equipment, furniture and materials) and for all

	aspects of staff rationalization
Head PSA (once constituted)	Responsible for achieving all component results under sole purview of PSA Participates in SC and facilitates its work IAW national Skills Policy Ensure participation of staff in capacity building exercises identified in the HRDP Create and maintain a quality system that includes continuing oversight and assurance of the assessment of standards
P-TEVTA	Participates in SC and facilitates its work with a view to winding-up the organization
PBTE/TTB	Participates in SC and facilitates its work with a view to winding-up the organization
Standing Committee	Supports execution of functional review, development of operations manual, elaboration of organogram, and design and implementation of PSA Creation Plan including HRDP Supports development, approval and funding of PSA Creation Plan to merge PBTE/TTB and create PSA Regularly communicates with all stakeholders on SC work and progress
PIU	Contracts and supervises all TA hired to support implementation of and monitor/evaluate DLI1-related activities Facilitates coordination between agencies involved in achieving DLI1 targets Monitors and reports on activity implementation and progress towards targets. (See also chapter on Component Two)
TA-DLI1	(As per contractual terms – to be updated in this POM once contracts are signed.). Working in close collaboration with the Secretary DoICI, PBTE, TTB and P-TEVTA: Develop a plan for a functional review of TTB and PBTE; Analyze staff numbers and skills sets, facilities and equipment gaps Prepare a brief on the best international experiences regarding student assessment norms and practices as well as course and institution accreditation; and on the practices of other Pakistan provinces and the requirements of the National Skills policy; Review the mandates of TTB and PBTE, and identify strengths and weaknesses in the current system, as well as the functions that will be required of the new Punjab Skills Agency (PSA). In the current system, specifically review 1) the technical capacity and process of developing and implementing student assessments and 2) the capacity and transparency of accrediting courses and institutions to register and function legally; Review the extent to which student assessments are aligned or coherent with the National Skills Policy, with other components of the national and provincial TVET education systems and current educational and political goals of increasing employability; Review the extent to which the accreditation processes are aligned or coherent with the mission of the TVET education system and with the purpose of registering institutions, courses, trainers and assessors; conducting assessments and recording assessment results; Review TTB and PBTE organizational structures, mandate, ethos, functions, staffing requirements, levels and capacities, and formal policies and processes with the purpose to identify the organizational constraints (HR, structural etc.), resource gaps, and weaknesses in the system that reduce the capacity of the institutions to deliver their mission and perform their functions; Use functional review and best international practices synthesis to develop comprehensive and actionable <i>options</i> for the structuring and operations of the new PSA. Facilitate discussions on options with GoPunjab and relevant stakeholders to design and agree on new PSA organogram including staffing levels. If needed, provides legal support for drafting legislative and legal-regulatory documents needed to legally create the PSA Draft plan to merge PBTE/TTB and create new PSA, including (but not limited to) the following dimensions: changes to the legal-regulatory framework; estimate of costs to establish and operate the PSA; establishment of new premises, including equipment, furniture and materials; recruiting for the new PSA and managing the transfer of staff from PBTE/TTB. To include detailed analysis and costing of any and all human resource management issues that will arise as a result of phasing out PBTE/TTB and creating PSA. The plan must be realistic and achievable within any time and resource constraints, with options that circumvent delays and obstacles. Draft Operations Manual detailing all standard operating procedures for all offices/functions

	<p>of the PSA. These will include the development of new student assessment processes that meet the requirements of CBT&A under the National Skills Policy, and that are in line with the CBTA reforms being introduced by P-TEVTA that will include options for assessing non-formal learners, recognition of prior learning etc.</p> <p>Develop management information system and research framework (MISRF) for the PSA to collect and analyze information on student registration and achievement, retention, and employment; as well as the potential labor market demands. The system/framework to take into account information gathered from institutions, industry and other MIS services (Bureau of Statistics etc.) It must provide useful data to planners at all levels in the Punjab to enable priorities to be identified, interventions to be made, and policies to be developed/amended. The MISRF must also provide transparent information that will also give trainees (both formal and informal) clear information to assist them in choosing short course and degree programs.</p> <p>Draft Human Resources Development Plan, identifying knowledge/skills gaps and required capacity building exercises for the first three years of PSA operations</p> <p>Build capacities as identified in the HRDP and as required by the MISRF.</p> <p>Develop item bank for vocational testing of CBTA-compliant curricula.</p>
TA-TPV	Collects all evidences pertaining to achievement of 2019 targets, as detailed in ‘Section 2.3.2 DLII Protocols’ and prepares report on status of achievement

Section 2.1.4 Implementation steps of main activities

Component One of the PSDP disburses funds based on the achievement of results. As detailed in ‘Section 2.3.2 DLII Protocols’, the elements constituting a successful result are complex and interlinked, and often require sequenced implementation. This section therefore amplifies many of the steps that must be implemented to get all the elements in place in their proper order, in order to achieve the result. It also identifies those posts and Departments responsible for implementation. In this regard, and as the creation of the PSA requires the close cooperation of multiple institutions, the DoICI, P-TEVTA, PBTE, and TTB will establish a Standing Committee (SC) charged with ensuring a smooth merger of PBTE/TTB and creation of PSA. The SC will be chaired by a senior executive of the DoICI, and will include the P-TEVTA COO, the Heads of PBTE and TTB, and the Heads of the major departments of the respective institutions, as well as a representative of the PIU. Once the PSA is created and its senior management has been appointed (and PBTE/TTB have been phased out), the PBTE/TTB members will be replaced by their PSA equivalents. The technical assistance hired under Component Two to assist in the achievement of DLII will report regularly to the SC, and will work in close collaboration with the relevant departments and units of PBTE and TTB. Both PBTE and TTB (and eventually PSA) will identify focal points within their respective organizations responsible for facilitating the work of the TA. The PBTE and TTB will also create their own internal steering committees to facilitate their merger and the creation of the PSA.

The main steps are:

- Undertake Functional Review (FR)
- Develop PSA organogram
- Develop Operations Manual (OM) of standard operating procedures
- Develop PSA Creation Plan
- Build capacities of PSA staff

The successful implementation of these steps is predicated upon the legal creation of the PSA. It is the responsibility of the GoPunjab, and in particular the DoICI and the Chief Minister, to accomplish this well in advance of the completion of the activities pertaining to the finalization of the organogram, the operations manual and the HRDP.

An indicative schedule of implementation is provided in Annex One.

Undertake Functional Review

The PIU will contract technical assistance (TA) to undertake a functional review and develop the PSA organogram, operations manual of standard operating procedures (OM), and PSA Creation Plan including the HRDP. The TA will work in close collaboration with the PBTE, TTB and P-TEVTA. The functional review will take into account any legal and official documents that are approved as part of the legal process to create the new Punjab Skills Agency.

The TA will undertake the following tasks:

- present a plan for conducting the functional review, and developing the organogram and work-flow diagrams, OM and HRDP. The plan will be approved by the SC.
- Prepare a comparative analytical review of best international practices regarding technical/vocational educational assessment and the accreditation of courses and institutions; as well as of practices in other provinces of Pakistan. The review must be set in the context of the requirements of the PNVQF and any relevant national skills policies, including those pertaining to CBTA. The review – and all subsequent review exercises described below - will also be presented to and discussed by the SC and to a wider gathering of PBTE and TTB staff and any other relevant stakeholders, as determined by the SC. This review, and any others described below, will include a bibliography indicating all documents that were consulted.
- Analyze the mandates of TTB and PBTE, as well as those for the new PSA, and identify PBTE/TTB's strengths and weaknesses and identify any capacity/skills gaps in fulfilling these mandates. In the current system, specifically review 1) the technical capacity and process of developing and implementing student assessments and 2) the capacity and transparency of accrediting courses and institutions to register and function legally. Concurrently analyze the extent to which student assessments are aligned or coherent with the National Skills Policy, the PNVQF and CBTA reforms and with any other relevant components of the TVET education system and current educational and political goals of increasing employability. The analysis of the extent to which the institutions fulfill their mandates and are aligned with sectoral policies and reforms will be based on research that will include (but not necessarily be limited to):
 - analysis of existing research, consultant reports, etc.
 - analysis of procedural, legal, administrative and other documentation governing the institutions;
 - interviews and consultative sessions with PBTE/TTB staff and clients (including training providers and students);
 - skills audit of PBTE/TTB staff;
 - analysis of any skills gap between existing skills and required skills

- observations of PBTE/TTB practices and work products.

In analyzing the institutions, the TA will include such dimensions as organizational structures; ethos; governance; organizational functions and procedures; staffing requirements and actual levels and capacities; budgetary requirements and allocations; infrastructure, equipment and materials requirements; and the legal-regulatory framework. The two main, related purposes of the functional review are to identify the organizational constraints (HR, structural etc.), resource gaps, and weaknesses in the system that reduce the capacity of the institutions to deliver their mission and perform their functions; and to provide a foundation for designing the new PSA. It is therefore essential that the TA, with the active facilitation of P-TEVTA, PBTE and TTB, consult extensively and openly with stakeholders, particularly PBTE/TTB staff and clients.

An indicative table of contents for the report of the Functional Review is provided in Annex Two.

Should it be necessary, legal TA may also be contracted under Component Two to support the SC and GoPunjab to prepare legislative and other legal-regulatory documents required to enable the legal establishment of the PSA.

Develop PSA Organogram

The TA-DLI1 will use the functional review and best international practices synthesis to develop comprehensive and actionable *options* for the structuring and operations of the new PSA. It will facilitate discussions on options with GoPunjab and relevant stakeholders to design and agree on a new PSA organogram including staffing levels, functions, and to outline job descriptions. The TA will be responsible to ensure that an organogram is produced that includes: (i) all organizational units of the PSA, such as the Office of the Director, Test Certification Department, Human Resources Department, Legal Department, etc., and how they are linked to one another by lines of authority, reporting and in work-flows.; (ii) all posts (personnel) of the PSA and where they are situated in the organization; and (iii) the terms of reference of each post, including its line of reporting and reporting duties.

It is the responsibility of the GoPunjab to officially approve the PSA organogram and staffing levels. The immediate responsibility for ensuring this is the Secretary, DoICI.

Develop Operations Manual

Working in close collaboration with the SC, the PBTE and the TTB, the TA will be responsible for the following tasks:

- Draft Operations Manual detailing all standard operating procedures for all offices/functions of the PSA. The offices/functions will include (but not necessarily be limited to):
 - Liaising with training providers to identify trainings offered and certifications required
 - Accrediting institutions and courses, and ensuring that accreditation conditions are respected

- The training and registering of assessors
- The administration of training records, certification assessments of students, including planning and scheduling, notification, actual conduct, results processing and recording, results notification and archiving, and issuance of qualifications
- The design and delivery of certification assessments, including the development of item banks in accordance with training packages
- Communications with stakeholders
- Security
- As part of the OM, design a management information system and research framework (MISRF). The MISRF must enable the PSA to collect and analyse information on student registration and achievement, retention, and employment; as well as the potential labor market demands. The system/framework will take into account information gathered from institutions, industry and other MIS services (Bureau of Statistics etc.) It must provide useful data to planners at all levels in the Punjab to enable priorities to be identified, interventions to be made, and policies to be developed/amended. The MISRF must also provide transparent information that will also give trainees (both formal and informal) clear information to assist them in choosing short course and degree programs, and assessment planning. All procedures must meet the requirements of the PNVQF, the National Skills Policy, the introduction of CBTA, and any other relevant policies and reforms.

Develop PSA Creation Plan

Working in close collaboration with the SC, PBTE and TTB, the TA will:

- develop plan to excise PBTE/TTB from P-TEVTA, merge PBTE/TTB and create new PSA. The PSA Creation Plan will include (but not necessarily be limited to) the following dimensions, each of which will be costed:
 - changes to the legal-regulatory framework. The elaboration of this dimension of the plan will take into consideration any legal work that has been done thus far as part of the process to create the PSA.
 - a communications plan for informing all stakeholders about the merger of PBTE/TTB and creation of PSA, with strong emphasis on regular communications with staff;
 - establishment of new premises, including equipment, furniture and materials;
 - recruiting for the new PSA and managing the transfer of staff from PBTE/TTB. This dimension will include a detailed analysis and costing of any and all human resource management issues that will arise as a result of phasing out PBTE/TTB and creating PSA. This aspect is part of the HRDP.
 - Capacity building of PSA staff to enable them to operate the institution in accordance with the SOP provided in the OM. The capacity building must cover all functions that are essential to the accreditation of institutions and courses; the administration of qualifications testing; the functioning of the MISRF; and the operations of the IT backbone (see below). This aspect is part of the HRDP.

The PSA Creation Plan in all its dimensions will be presented to and discussed with all relevant stakeholders, including the DoICI, the Boards of PSA/PBTE/TTB Board and their senior management, the SC, as well as PSA/PBTE/TTB staff. The TA-DLI1 will support the preparation of the plan, and it is the responsibility of the SC to ensure its timely finalization, and to facilitate the timely approval and full funding of its constituent

components. The SC will identify the arrangements for monitoring and reporting on the implementation of the plan, until such time that the PSA is created; thereafter, the monitoring of the plan is the responsibility of the monitoring unit of the PSA.

It is the responsibility of the relevant authorities to finalize and approve the plan, and ensure that adequate budgetary resources are available for its implementation. The plan is then implemented. Where there is any confusion or conjecture, DoICI will make prompt and final decisions after taking advice from the SC

The DoICI will ensure in particular that premises are found for the PSA, and that the legal and actual transfer of staff from PBTE/TTB to PSA is undertaken, and that all PSA staff are recruited. This may involve rationalization of staff numbers and the development and implementation of associated compensation packages. There may be a transitional period whereby PBTE/TTB continue to exist legally while the PSA is being created. The GoPunjab, the P-TEVTA, PBTE and TTB will facilitate the transition by getting PBTE and TTB staff to share premises as soon as possible and follow the same accreditation and certification/testing procedures, particularly pertaining to the PNVQF and CBTA.

Build capacities

TA will be contracted to provide the training and other support identified in the capacity building plan approved by the PSA, particularly the functions noted above that are essential to the accreditation of institutions and courses; the design and administration of qualifications testing; the functioning of the MISRF; and the operations of the IT backbone. The capacity building should be designed to result in the operationalization of systems that have already been designed. Therefore the main results expected from the capacity building are:

- With respect to accreditation: the PSA is technically able to accredit institutions and courses as per the rules and regulations in force. As a result, all training institutions and courses under its jurisdiction will be accredited according to the schedule of accreditation established by the PSA.
- With respect to the administration of certification assessments: the PSA is technically able to administer all aspects of certification assessments, including scheduling, assessment, issuing certificates and keeping records. As a result, all graduates from courses accredited by the PSA will undergo certification assessment arranged by the PSA; this will entail the scheduling of the assessment, the administration of the assessment, the issuance of the certificate, and the keeping of all records pertaining to the assessment and the certification.
- With respect to the design of certification assessments: the PSA is technically able to design certification assessments that comply with the standards set out in CBTA curricula. As a result, the PSA has a secure bank of assessment items for at least the 30 curricula rolled out under DLI3. Note, Assessment materials and protocols may be provided as part of the training package. (The training of assessors to administer a CBTA-compliant qualifications assessment for the 30 CBTA packages introduced for DLI3 will be covered by the TA hired for DLI3.)
- With respect to the MISRF: the PSA is technically able to operate the MISRF. As a result, the PSA maintains an up-to-date database of:

- All trades and levels of the PNVQF, including level descriptors determining knowledge, skills and competency; rules on horizontal and vertical progression, rules on credit accumulation and transfer; and rules on recognition of prior learning
- All approved CBTA curricula
- All accredited training institutions under its jurisdiction and the courses they offer;
- Enrolment of all trainees; registration of non-formal learners who seek an assessment of skills via RPL or challenge test; pass-outs and placements in all training institutions under its jurisdiction, disaggregated by trades and gender;
- all certification assessments carried out by the PSA, identifying the candidate, the assessor and the result;
- recent data on technical/vocational employment trends.

The databases pertaining to the PNVQF, the CBTA curricula, accredited institutions and courses, and recent employment trends must be publicly accessible and designed to be user-friendly so that members of the public interested in technical and vocational may gather useful information to help them choose what trades to pursue and the courses to follow.

Section 2.1.5 Monitoring and evaluation framework

Monitoring of and reporting on the implementation of all component activities is initially the responsibility of the Standing Committee (by the entity/unit identified by the SC) and, once the PSA is created, the monitoring unit of the PSA. The report will include (but be not limited to):

- The status of all activities, including in relation to their planned timing
- An assessment of the extent to which component implementation is on track, an analysis of reasons for any activities being behind schedule or facing constraints, and proposed solutions/remedies to get things back on track and lift constraints.

The PIU (M&E Officer) will provide the status of the following indicators, as at March 31st of each year:

- Plans developed based on functional review of TTB and PBTE implemented according to plan

As amplified in ‘Section 2.1.4 Implementation steps of main activities’, the plans will cover the following topics: changes to the legal-regulatory framework; costs associated with establishment and operation of PSA; communications; establishment of new premises; recruiting of staff and rationalization (if any) of existing PBTE/TTB staff, and staff capacity building (together, these are the HRDP). The PIU (M&E Officer) will work in close collaboration with the personnel/posts identified by the SC as being responsible for plans monitoring.

In FY 2020 an evaluation of PSA functioning, including, structure, equipment and personnel, will be implemented by a third party according to TOR acceptable to the Association using TA funds of Component Two. The findings of the evaluation will be used to determine the status of the PDO indicator pertaining to the PSA (‘An established and functioning PSA’).

Annex One: key activities, indicative timeline, responsible actors

Timing	Activity	Responsible
Before January 2016	<ol style="list-style-type: none"> 1. Confirm arrangements, responsibilities for trial of 3 CBT courses. 2. Reorganize and enhance TTB so that they are able to participate in the CBT trial. 3. Ensure TEVTA/TTB staff are trained in the management of CBT&A. 4. Confirm the plan for completing 61 CBT packages. 	<ol style="list-style-type: none"> 1. NAVTTC. TEVTA / TTB <i>TEVTA to coordinate and liaise with TTB on behalf of TTB</i> 2. TEVTA/TTB/NAVTTC/GIZ <i>NAVTTC +GIZ) to conduct and fund the trial, but may not fund and direct the reorganization of TTB. TEVTA should support TTB t prepare for the trial by providing staff, equipment and additional training.</i> 3. As 2 above 4. TEVTA/NAVTTC/GIZ <i>Close and regular monitoring of the NAVTTC development CBT&A plan required</i>
Before Effectiveness	<ol style="list-style-type: none"> 5. Review operation of the CBT trial. 6. Prepare plans for immediate steps required for the beginning of the project. 7. Conduct operational briefing for key stakeholders on the project. 	<ol style="list-style-type: none"> 5. TEVTA/TTB/NAVTTC/GIZ. <i>Logically NAVTTC will do this, but TEVTA should also attend to identify any unforeseen structural issues.</i> 6. TEVTA/TTB/PBTE <i>TTB and TEVTA should form a steering committee as soon as possible</i> 7. TEVTA/PVTC/PBTE/NAVTTC/other stakeholders. <i>In coordination with NAVTTC, TEVTA to arrange a series of stakeholder information sessions. Assumes that NAVTTC has issues a broad concept to all prior.</i>
Year 1	<ol style="list-style-type: none"> 8. Functional review of TTB and PBTE by March 2016. 9. Draft plan process begun by April 2016. 	<ol style="list-style-type: none"> 8. TEVTA/PBTE/NAVTTC <i>External specialist firm to conduct. Concurrent with the functional review of PTEVTA.</i>

	<p>10. Possible legal and policy issues identified – Legal advisor contracted.</p> <p>11. TTB, in cooperation with PBTE, cooperating to manage new CBT testing.</p>	<p><i>Reviewed by management of TEVTA/ TTB and PBTE. Joint steering committee should be established</i></p> <p>9. TEVTA/PBTE <i>Joint TEVTA/PBTE steering committee, drafts plan in response to the review</i></p> <p>10. TEVTA/TTB/PBTE/Legal contractor <i>Joint steering committee to draft TOR and brief external legal specialist. Review findings and brief legal expert to prepare necessary legislative/policy document changes. Follow through these changes with appropriate legislative procedures</i></p> <p>11. TTB/PBTE <i>Both organizations to closely liaise and cooperate</i></p>
Year 2	<p>12. Action plan approved and begun.</p> <p>13. HR, Operations, HR development manuals and SOPs developed for PSA.</p> <p>14. Organogram approved.</p>	<p>12. TEVTA Board and PBTE board and joint steering committee</p> <p>13. TEVTA/PBTE/TTB. Developed by external contractor with consultation from joint steering committee</p> <p>14. TEVTA/PBTE/GOP <i>Submitted to board TEVTA and agencies by contractor on behalf of steering committee</i></p>
Year 3	<p>15. Legislation and policy changes auctioned and complete.</p> <p>16. Staff training, Staff relocations/repostings begun.</p> <p>17. All staff and facilities are collocated and operating as a single, autonomous entity. 80% of PSA staff are</p>	<p>15. GOP/ TEVTA/PBTE/ External contractor with consultation from joint steering committee. <i>Various GOP departments</i></p> <p>16. TEVTA /PBTE/GOP <i>Organisations HR</i></p>

	appointed.	<p><i>departments redeploying staff in accordance with public service conditions and union concerns</i></p> <p>17. PBTE/TTB Joint announcement by TEVTA/PBTE and new agency head</p>
Year 4	<p>18. All TEVTA, PVTC and other providers delivering nationally recognized courses are accredited and assessed in accordance with NAVTTC policy.</p> <p>19. 70% of staff completed development training IAW the HR plan.</p>	<p>18. PBTE/TEVTA/TTB <i>Internal review held by steering committee. Progress report to TEVTA board</i></p> <p>19. TEVTA/PBTE HR departments <i>internal review held by steering committee. Progress report to TEVTA board</i></p>
Year 5	20. Review and evaluation of operation of Skills Agency.	20 . PSA/contractor. External review contractor, drafts report for TEVTA/GOP

Annex Two: Indicative report outline for Functional Review of TTB and PBTE

Cover page

- Standard cover page with heading, logos and date

Table of contents

- Standard

Figures and tables

- The comparison between current TTB and PBTE, and a future single organization will be useful to illustrate the current and future roles/responsibilities will be useful.
- Also a table showing possible issues and suggested strategies to meet them will be useful.

Acronyms/abbreviations

- Standard

Acknowledgements

- Acknowledging the help and support of those instrumental in the preparation of this report

Executive summary

- Background information
- What this Functional review seeks to achieve/importance of review
- Approach/work methodology adopted
- Key findings
- Key recommendations i.e. Action Options

1. Background (TOR)

- Importance and rationale of Functional review (including the former reviews, if any)
- A short description of the structure of the report – chapters/sections

2. Review Methodology (NM/Ali)

- Literature review
- Researching the documents

- Interviews/questionnaires
- Meetings
- Consultative sessions

3. TTB: Situational Analysis.

Introduction

- Mandate
 - Vision/mission
 - History
 - Achievements
-
- Governance
 - Governing law/act/notification
 - Policy framework
 - Regulatory/accountability framework
 - Budgetary framework
-
- Management structure: practice and issues
 - Organization structure
 - Hierarchy/reporting mechanism
 - Decision making mechanism
-
- Operations: practice and issues
 - Role and responsibility
 - Functional departmentalization
 - Functional activities
-
- Staffing: practice and issues
 - History of staffing establishments
 - Staff (sanctioned)
 - Staff (working)

- Staff (potential)
- Job descriptions
- Professional capacity

- Budget: practice and issues
 - Budgetary mechanism
 - Financial powers

- Infrastructure: situation and issues
 - Office space and building
 - IT infrastructure
 - Equipment etc.

- Support
 - Government/political
 - Donors
 - Academia
 - Media

- Conclusions

4. PBTE: Situational Analysis

- Introduction
 - Mandate
 - Vision/mission
 - History
 - Achievements
- Governance
 - Governing law/act/notification
 - Policy framework
 - Regulatory/accountability framework

- Budgetary framework
- Management structure: practice and issues
 - Organization structure
 - Hierarchy/reporting mechanism
 - Decision making mechanism
- Operations: practice and issues
 - Role and responsibility
 - Functional departmentalization
 - Functional activities
- Staffing: practice and issues
 - History of staffing establishments
 - Staff (sanctioned)
 - Staff (working)
 - Staff (potential)
 - Job descriptions
 - Professional capacity
- Budget: practice and issues
 - Budgetary mechanism
 - Financial powers
- Infrastructure: situation and issues
 - Office space and building
 - IT infrastructure
 - Equipment etc.
- Support
 - Government/political
 - Donors
 - Academia
 - Media
- Conclusions/recommendations

A comparative table that summarises the current situation of BTE and PBTE and the Punjab's responsibilities post implementation of the National Skills Policy, PNQF, and CBT&A rollout.

5. International best practices and models for student assessment, progress tracking and record keeping, for technical and vocational training assessment in particular

- Desired impact – Indicator: improved policy making, improved quality etc.
- Desired outcome – Indicators: trainees are assessed when and where required, results are recorded. Nationally recognized qualifications, of achievements of any competency, are recorded.
- Desired output – Indicators: item development, conduct of examinations/assessments etc.
- Required input – Yardstick: enabling environment, institutional arrangements, staffing, equipment etc.
- Best model/s for the Punjab in the context of a national Pakistan system
- Options for improving or restructuring the current system(s)

6. International best practices and models for the registration of courses, trainees, trainee progression, instructors, assessors, qualifications, institutions; in the context of the NAVTTC, PNQF, CBT&A rollout, National Skills Policy.

- Desired impact – Indicator: courses and institutions relevant and responsive to the workforce
- Desired outcome – Indicators: accredited, relevant courses and institutes
- Required input – Yardstick: enabling environment, institutional arrangements, staffing, equipment etc.
- Best model/s for Punjab in the context of the Pakistan system
- Options for improving or restructuring the current system(s)

7. Restructuring and Strengthening TTB and PBTE: Recommendations and areas to consider, both current and future

- Mandate/vision/mission
- Governance/policy framework

- Possible organization Structure (new design)
- Functions and activities/tasks
- Staffing – staffing need assessment, staffing plan
- Performance management - recommendations
- Standard operating procedures - recommendations
- Budgetary arrangements - recommendations
- Infrastructure – recommendations
- Development and outline implementation plan

8. Summary, Conclusion and Recommendations

- Time and resource demanding
- Development strategy
- Actions: immediate, mid-term and long term

Section 2.2. Component 1.2: Strengthening the P-TEVTA as a skills training provider

Section 2.2.1 Objective and content of sub-component

The objective of this sub-component is to strengthen P-TEVTA to be a more demand-driven, efficient and effective skills training provider. The P-TEVTA will support a three-tiered functional review of its institution to develop and implement a four-year Institutional Development Plan (IDP). The review will be done in coordination with the review undertaken for sub-component 1.1, but will have a separate focus on P-TEVTA as a training provider, that is, minus the accreditation, regulation and certification functions it currently retains. The three tiers refer to the P-TEVTA Secretariat, the District Management, and the training institutions themselves.

The P-TEVTA will first articulate a new vision for a more decentralized institution focused on quality and market-relevant training delivered effectively and efficiently. The P-TEVTA will subsequently undertake a functional review in light of the new vision that would analyze *inter alia*: (i) the P-TEVTA's legal framework, organizational structure and functions, and operating procedures; (ii) the amounts, profiles and capacities of human resources; (iii) the network of training institutions, including their individual and collective powers, resources, information management, and amount of work in relation to capacity; and (iv) course offerings, including enrolment, pass-outs and placements, as well as how they are selected and updated. The review will be overseen by a steering committee reporting to the P-TEVTA Board. The review will make detailed recommendations and plans of action pertaining to each of the dimensions, which will form the basis for P-TEVTA to develop and implement a budgeted Institutional Development Plan (IDP) with yearly targets. The IDP should include at least three separate schedules of implementation, pertaining to the following parts: (i) restructuring of the P-TEVTA Secretariat; (ii) the professional development of Secretariat staff; and (iii) the number, staffing and autonomy or functional/regional grouping of training institutions. Part 1 targets will include the major milestones to legally re-structure P-TEVTA and produce a new organogram and manual of standard operating procedures. Part 2 targets will include the major milestones required to align the Secretariat work force with the new organogram, and to build the capacities of Secretariat staff. Part 3 targets will include the major milestones required to i) optimize the number of training institutions and staff; ii) to increase institutional autonomy or functional/grouping and effectiveness in terms of budget formation and execution, course offerings, placements and tracking; iii) administration efficiency; iv) resource sharing; and v) to improve information management.

The sub-component is linked to a DLI with targets pertaining to the following: (i) the completion of the functional review (2016), (ii) the approval of the IDP (2017), and (iii) the setting and meeting of annual IDP targets (2018-2020). These are explained in the next section.

Section 2.2.2 DLI2 protocols

This section has two parts. The first part is a table detailing the DLI target and date of achievement, the conditions to be met in order for the target to be considered achieved, and evidence that must be submitted in order to verify that the target has been met along with the entity/post responsible for keeping/providing the evidence. The second part provides supplementary notes on verification procedures and responsibilities.

DLI targets, conditions of achievement, and verification evidence

DLI target and date of achievement	Conditions to be met in order for target to be achieved	Evidence for verification of target (and entity/post responsible for providing evidence)
<p>By April 2016: The DoICI has completed a functional review of P-TEVTA's organizational structure.</p>	<p>The functional review (FR) will be considered to be completed when the following conditions have been satisfied:</p> <ul style="list-style-type: none"> • the terms of reference (ToR) of the FR include an analysis of (i) the P-TEVTA's legal framework, organizational structure and functions, and operating procedures; (ii) the amounts, profiles and capacities of human resources; (iii) the network of training institutions, including their powers, resources, information management, and amount of work in relation to capacity, possible efficiencies and economies of grouping some institutions and the sharing resources between them and/or industry; and (iv) course offerings, including enrolment, pass-outs and placements, as well as how they are selected and updated. There must be explicit reference to being coordinated with the FR undertaken for DLI1 • the ToR of the FR are satisfactory to the Association. • the final report has been accepted in writing by both the PIU and IDA as having satisfactorily fulfilled the ToRs. • the final report has been discussed during a meeting of the Board of Directors of P-TEVTA • There is evidence that the TA-DLI2 (author of the FR) consulted with all departments/units of P-TEVTA 	<p>Terms of reference for the FR (PIU) Final report of FR (PIU/TA-DLI2) Minutes of meeting(s) attended by P-TEVTA Board, signed by Chair of meeting(s) (P-TEVTA) 'Consultations': any document capturing the content or conclusions of the consultations, such as minutes, notes or report made by the TA (TA-DLI2, PIU).</p>
<p>By April 2017: P-TEVTA Board of Management has approved its institutional development plan (IDP) and related IDP targets acceptable to the</p>	<p>The target will be considered to have been met when the following conditions have been satisfied:</p> <ul style="list-style-type: none"> • A three-year overall IDP has been developed pursuant to the FR and has been formally approved by the P-TEVTA Board • A detailed IDP for fiscal year (FY) 2018 is included in the overall IDP, with targets to be achieved during fiscal year (FY) 2018. The detailed 2018 plan and 	<p>IDP document, including overall and detailed FY 2018 plan with FY 2018 targets (P-TEVTA, TA-DLI2)</p>

<p>Association for 2018.</p>	<p>targets have been formally approved by the P-TEVTA Board</p> <ul style="list-style-type: none"> • The IDPs (both overall and detailed) include at least 3 schedules of implementation, pertaining to the restructuring of P-TEVTA Secretariat; to professional development of Secretariat staff; and to the number, staffing and autonomy of training institutions. Each schedule will include a budget and time-bound targets. Schedule 1 targets will include the major milestones required to formally re-structure P-TEVTA and produce a new organogram and operations manual, including work-flow diagrams. (This will require outline job descriptions for major positions, or functions, to be drafted.) Schedule 2 targets will include the major milestones required to align the Secretariat work force with the new organogram; and to build the capacities of Secretariat staff based on the skills required by the restructured Secretariat. Schedule 3 targets will include the major milestones required to optimize the number of training institutions and staff and to increase institutional autonomy and effectiveness in terms of budget formation and execution, course offerings, job placement and tracking, and information management. • The Association has confirmed that the three-year overall IDP and the FY18 IDP and targets are acceptable 	<p>‘Formally approved’: the evidence of formal approval will be the Minutes of an officially constituted meeting of the Board that have been signed by the Chairperson of the Board.</p> <p>‘Confirmed’: either in writing or through a representative at an officially constituted P-TEVTA Board meeting</p>
<p>By April 2018: P-TEVTA has met all agreed IDP targets for 2018; and its Board of Management has approved related IDP targets acceptable to the Association for 2019.</p>	<p>The target will be considered to have been met when the following conditions have been satisfied:</p> <ul style="list-style-type: none"> • P-TEVTA provides a report on the extent to which the FY 2018 targets have been met, and the progress towards targets has been independently validated by TA-TPV • A detailed IDP for fiscal year (FY) 2019 with targets has been formally approved by the P-TEVTA Board. The IDP to include targets for Schedules 1, 2 and 3 (see above). • The Association has confirmed that the FY 2019 IDP and targets are acceptable. 	<p>P-TEVTA report on 2018 targets (P-TEVTA) TA-TPV validation report (TA-TPV, PIU) Detailed IDP document with targets for FY 2019 (P-TEVTA) ‘Formally approved’: as above. ‘Confirmed’: either in writing or through a representative at an officially constituted P-TEVTA Board meeting</p>
<p>By April 2019: P-TEVTA has met all agreed IDP targets for 2019; and its Board of Management has approved related IDP targets acceptable to the Association for 2020</p>	<p>The target will be considered to have been met when the following conditions have been satisfied:</p> <ul style="list-style-type: none"> • P-TEVTA provides a report showing that the FY 2019 targets have been met, and the progress towards targets has been independently validated by TA-TPV. • A detailed IDP for fiscal year (FY) 2020 with targets has been formally approved by the P-TEVTA Board. The IDP to include targets for Schedules 1, 2 and 3 (see above). • The Association has confirmed that the FY 2020 IDP and targets are acceptable. 	<p>P-TEVTA report on 2019 targets (P-TEVTA) TA-TPV validation report (TA-TPV, PIU) Detailed IDP document with targets for FY 2020 (P-TEVTA) ‘Formally approved’: as above.</p>

		‘Confirmed’: either in writing or through a representative at an officially constituted P-TEVTA Board meeting
By April 2020: P- TEVTA has met 100% of all IDP cumulative targets set between 2016-2020	<p>The target will be considered to have been met when the following conditions have been satisfied:</p> <ul style="list-style-type: none"> • P-TEVTA provides a report showing that the 2016-2020 targets have been met, and the progress towards targets has been independently validated by TA-TPV. 	<p>P-TEVTA report on 2016-20 targets (P-TEVTA) TA-TPV validation report (TA-TPV, PIU)</p>

DLI target verification procedures and responsibilities

For all DLIs, the evidence will be gathered either by the PIU (M&E Officer) or an independent third party contracted by the PIU (TA-TPV). The PIU (M&E Officer) will complete the work, or the TA-TPV will be contracted by the PIU under Component Two, in sufficient time, to ensure that the results of the exercise for DLI2 are available no later than April 15th of each year. The ToRs of the TA-TPV will be acceptable to the Association.

In any given year, as described below, the PIU (M&E Officer) or TA-TPV will collect information and judge to what extent the target has been met. The judgement will be provided in a report, and will be taken into account by the Bank during discussions on DLI-related disbursements. With respect to the report prepared by the PIU (M&E Officer), it will be provided to the PIU Director for finalization and signature, and will then be provided to the Association. The report on DLI targets achievement and evidence produced by either the PIU or the TA-TPV must be acceptable to the Association.

If the P-TEVTA reports for a given year that the target has not been met, there is no verification process until such time that the target is reported as being met. The deadline date to report if a target has been met will be established by the PIU and provided to P-TEVTA and any relevant stakeholders. The PIU will establish the date as being April 15th minus the amount of time required to complete the verification process. The date will be provided to P-TEVTA not later than October 1st of each year. A report on the status of achieving the DLI targets for a given year may be submitted after the deadline, at which time the verification process will be initiated; the Association will then discuss with the GoPunjab disbursement against that target at the earliest opportunity.

The deadlines for reporting on targets and providing evidence may change in any given year subsequent to written agreement between the Association, the PIU and P-TEVTA. However, it is advisable that the deadlines not be delayed such that the verification cannot be done on a timely basis to enable disbursement before the end of the fiscal year.

If upon verification a target reported by P-TEVTA as having been met is found not to have been met, the target can be re-verified at a later date. Once P-TEVTA reports that it has been met, the verification process will be initiated; the Association will then discuss with the GoPunjab disbursement against that target at the earliest opportunity.

For 2016, the PIU (M&E Officer) will be responsible to collect as evidence that the functional review was completed:

- The final report and written evidence that the PIU has accepted the final report as fulfilling the contractual ToRs pertaining to the FR
- Minutes of the meeting(s) at which the findings and recommendations of the FR were discussed by the P-TEVTA Board. The minutes must be signed by the Chair of the meeting.
- Notes, minutes or a report by the TA-DLI2 pertaining to consultations about the functional review and the forthcoming institutional development plans with staff of all departments/units of P-TEVTA.

For 2017, the PIU (M&E Officer) will be responsible to collect as evidence that the overall four-year IDP, and the detailed FY 2018 IDP with targets, have been produced and formally approved by the P-TEVTA Board. This will consist in having the document itself and a copy of the minutes of the meeting(s) at which the IDP including detailed FY 2018 IDP with targets were discussed by the P-TEVTA Board. The minutes must be signed by the Chair of the meeting. The P-TEVTA Board will not consider the overall four-year IDP, and the detailed FY 2018 IDP with targets, until such time that it has received either written confirmation from the Association that they (the IDPs and targets) are acceptable to the Association; or a representative of the Association confirms that they (the IDPs and targets) are acceptable during at a meeting of the Board.

For 2018, P-TEVTA will report on the extent to which it met the FY 2018 IDP targets. This report will be prepared by the P-TEVTA COO for the P-TEVTA Board, of which a copy will be shared with the PIU and Association. Further, the PIU will contract independent technical assistance to conduct a third-party verification exercise (TA-TPV) to verify to what extent the targets have been met. The ToRs must give clear guidelines as to how the targets will be independently verified. The ToRs of the TA-TPV must be acceptable to the Association. The PIU must confirm in writing that the final report of the TA-TPV satisfactorily fulfils the contractual ToRs.

The PIU (M&E Officer) will be responsible to collect as evidence that the detailed FY 2019 IDP with targets has been produced and formally approved by the P-TEVTA Board. This will consist in having the document itself and a copy of the minutes of the meeting(s) at which the detailed FY 2019 IDP with targets was discussed by the P-TEVTA Board. The minutes must be signed by the Chair of the meeting. The P-TEVTA Board will not consider the detailed FY 2019 IDP with targets, until such time that it has received either written confirmation from the Association that they are acceptable to the Association; or a representative of the Association confirms that they are acceptable during a meeting of the Board.

For 2019, P-TEVTA will report on the extent to which it met the FY 2019 IDP targets. This report will be prepared by the P-TEVTA COO for the P-TEVTA Board, of which a copy will be shared with the PIU and Association. Further, the PIU will contract independent technical assistance to conduct a third-party verification exercise (TA-TPV) to verify to what extent the targets have been met. The ToRs must give clear guidelines as to how the targets will be independently verified. The ToRs of the TA-TPV must be acceptable to the Association. The PIU must confirm in writing that the final report of the TA-TPV satisfactorily fulfils the contractual ToRs.

The PIU (M&E Officer) will be responsible to collect as evidence that the detailed FY 2020 IDP with targets has been produced and formally approved by the P-TEVTA Board. This will consist in having the document itself and a copy of the minutes of the meeting(s) at which the detailed FY 2020 IDP with targets was discussed by the P-TEVTA Board. The minutes must be signed by the Chair of the meeting. The P-TEVTA Board will not consider the detailed FY 2020 IDP with targets, until such time that it has received either written confirmation from the Association

that they are acceptable to the Association; or a representative of the Association confirms that they are acceptable during a meeting of the Board.

For 2020, P-TEVTA will report on the extent to which it met the 2016-2020 IDP targets. This report will be prepared by the P-TEVTA COO for the P-TEVTA Board, of which a copy will be shared with the PIU and Association. Further, the PIU will contract independent technical assistance to conduct a third-party verification exercise (TA-TPV) to verify to what extent the targets have been met. The ToRs must give clear guidelines as to how the targets will be independently verified. The ToRs of the TA-TPV must be acceptable to the Association. The PIU must confirm in writing that the final report of the TA-TPV satisfactorily fulfils the contractual ToRs.

Section 2.2.3 Management arrangements: roles and responsibilities of key players

Agency/ institution/ post	Roles and responsibilities
P-TEVTA	<p><u>Board</u> Oversees sub-component implementation. Discusses and confirms findings and recommendations of functional review. Approves new vision for P-TEVTA, and organogram and operations manual. Approves IDPs, and oversees their implementation. Actively promotes the new role of PTEVTA within the GoP and wider TVET community in the Punjab.</p> <p><u>COO</u> Chairs Steering Committee Responsible for overall coordination of sub-component activities and achieving results by ensuring work strategies are in place, and responsibilities allocated, to achieve all goals and targets.</p> <p><u>Steering Committee</u> Coordinates and is responsible for implementation of sub-component activities Works closely with, guides and facilitates work of TA-DLI2 Supports execution of functional review, development of operations manual, elaboration of organogram, and design and implementation of IDPs Regularly communicates with stakeholders Monitoring and reporting on sub-component activities, including IDPs implementation, Identifies potential problems and delays and develops strategies to overcome them.</p>
TA-DLI2	<p>Functional review Legal advice and drafting of legal-regulatory documents Development of organogram and Operations Manual Development of IDPs Support to IDP implementation, including design of organizational systems/procedures, capacity building, development of management information systems. Evaluation of reformed TEVTA</p>
PIU	<p>Contracts and supervises all TA hired to support implementation of and monitor/evaluate DLI2-related activities Facilitates coordination between agencies involved in achieving DLI2 targets Aligns institutional reforms of this sub-component with activities/work of other sub-components Monitors and reports on activity implementation and progress towards targets. (See also chapter on Component Two) Monitors and advises the SC on best practices and enabling strategies.</p>

TA-TPV	Collects all evidences pertaining to achievement of DLI targets for years 2018, 2019 and 2020 as detailed in ‘Section 2.2.2 DLI2 Protocols’ and prepares report on status of achievement
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Section 2.2.4 Implementation of activities

Overall implementation arrangements

The P-TEVTA is responsible for coordinating, implementing and reporting on sub-component activities. It will establish a Steering Committee (SC) chaired by the Chief Operating Officer. The SC will include representation from all the Departments of the P-TEVTA, from the District Boards of Management, and from P-TEVTA training institutions. The SC may co-opt specialist members as and when appropriate. The SC is also responsible for developing and implementing a communications plan for informing all stakeholders about all aspects of P-TEVTA reforms undertaken as part of this sub-component. There will be a strong emphasis on frequent and regular communications with staff. The SC will report at least quarterly to the P-TEVTA Board. The SC will closely coordinate its work with the SC established for the sub-component for DLI-1.

The P-TEVTA Board will oversee sub-component implementation. It will discuss and confirm the findings and recommendations of functional review. It will approve new vision for P-TEVTA and ensure that this vision is widely disseminated within the GoP and the Punjab TVET community as well as approving the functional review and operations manual. It will approve IDPs, and oversee their implementation.

Technical assistance (TA-DLI2) will be hired to undertake a functional review, support development of new vision for P-TEVTA, and to develop and support the implementation of Institutional Development Plans. In so doing, it will support the SC in its work and report regularly to the SC. The TA-DLI2 will also work in close collaboration with the departments and units of P-TEVTA, as well as with District Boards of Management and P-TEVTA training institutions. The P-TEVTA will facilitate the work of the TA-DLI2, and appoint staff as needed to support the TA-DLI2.

The main activities to be implemented are:

- Develop Vision for reformed P-TEVTA and undertake Functional Review
- Develop and implement Institutional Development Plans

These are amplified below. An indicative schedule of activities can be found in Annex One.

Develop Vision for reformed P-TEVTA and undertake Functional Review

The PIU will contract technical assistance (TA-DLI2) to support and undertake sub-component activities. The ToRs for the TA-DLI2 will be acceptable to the Association.

The TA-DLI2 will undertake the following tasks:

- Develop a thorough review plan of PTEVTA, including administration and operation of training institutions, all levels of management, operations and organization of PTEVTA secretariat. It will be submitted to the SC for discussion and concurrence prior to approval of the board.
- Prepare a brief on the best international experiences regarding the operation of large TVET deliverers internationally. Highlight the best points from any of these that realistically might be incorporated into PTEVTA's operations
- Review the mandates, responsibilities and authority of each level of operations in PTEVTA. Review applicable legislation, regulations and policies to identify what changes/new legislation will be required. At the level of training institutions, will review their powers, resources, information management, and amount of work in relation to capacity; and course offerings, including enrolment, pass-outs and placements, as well as how they are selected and updated.
- Consult widely to identify the best business model(s) for PTEVTA that will deliver autonomy and discretionary decision making at all levels; flexibility and responsiveness to market needs; and business-oriented decision making, planning and execution of plans.
- Working closely with the SC and P-TEVTA Board, develop recommendations about a reformed organizational structure, including outline SOPs and work-flows, Key position job descriptions will be required so that staffing requirements in terms of numbers and skills can be identified. Finalize the vision for a reformed P-TEVTA and promote this vision widely.
- Compare these with the current situation and identify the gaps between them. The comparison will be based on research that will cover all three levels of the institution and include (but not necessarily be limited to):
 - analysis of existing research, consultant reports, etc.
 - analysis of procedural, legal, administrative and other documentation governing the institutions;
 - interviews and consultative sessions with P-TEVTA staff and clients (including industry and students);
 - skills audit of P-TEVTA staff;
 - analysis of any skills gap between existing skills and required skills
 - observations of P-TEVTA practices and work products.

In analyzing the P-TEVTA, the TA will include such dimensions as organizational structure; ethos; governance; organizational functions and procedures; staffing requirements and actual levels and capacities; budgetary requirements and allocations; infrastructure, equipment and materials requirements; and the legal-regulatory framework.

The three main, related purposes of the functional review are to identify the organizational constraints (HR, structural, procedural etc.), resource gaps, and weaknesses in the system that limit the capacity of the P-TEVTA to deliver its mission (as per the new institutional vision) and perform its functions; to provide a foundation for designing a reformed structure and work processes of P-TEVTA at all levels; and to elaborate institutional development plans to bring the reformed structure and processes into being.

The identification of resource gaps, and to some extent skills gaps, will take into consideration the appropriate sharing of resources between institutions and/or between

institutions and private industry. Some administrative functions may be rationalised and shared within groups of larger and smaller institutions.

It is therefore essential that the TA, with the active facilitation of P-TEVTA, consult extensively and openly with stakeholders, particularly P-TEVTA staff and clients.

The functional review findings and recommendations will be shared with and discussed by the SC and P-TEVTA Board.

The TA-DLI2 will also:

- Engage a legal expert to advise on the current situation, what steps to be taken to resolve issues, and to draft new/changed legislation/regulations policies in conjunction with legal review for Single Testing Authority
- Case-manage all legal matters until their resolution.

Institutional Development Plans

The SC will also be responsible for the development and implementation of Institutional Development Plans (IDPs), with support from the TA-DLI2. There will be IDPs for at least three aspects of institutional reform: pertaining to the restructuring of P-TEVTA Secretariat; to professional development of Secretariat staff; and to the number, staffing and autonomy of training institutions.

By April 2017, the TA-DLI2 will support the SC to develop an overall three-year IDP and a detailed IDP for FY 2018. A one-year detailed IDP will subsequently be developed each of the following two years. The IDPs should cover at least three dimensions of reform, with each dimension having its own budget and set of scheduled activities and deadlines.

- Schedule 1 (pertaining to the restructuring of the Secretariat) will be a plan to formally restructure P-TEVTA and produce a new organogram and operations manual (OM). In terms of the results:
 - The organogram will show all departments and units their links to one another by lines of authority and reporting; all posts (personnel) required and where they are situated in the organization; and the terms of reference of each post, including its reporting duties.
 - The OM will detail all standard operating procedures for all offices/functions of the reformed P-TEVTA.
- Schedule 2 (pertaining to the reorganization and professional development of Secretariat staff) will be a plan to align the Secretariat work force with the new organogram; and to build the capacities of Secretariat staff based on the skills required by the restructured Secretariat.
- Schedule 3 (pertaining to the number, staffing and autonomy of training institutions) will be a plan to optimize the number of training institutions and staff and to increase institutional autonomy and effectiveness in terms of budget formation and execution, course offerings, job placement and tracking, and information management
- Consistent with increased institutional autonomy will be the essential element of inter-agency sharing of resources and the administration support to smaller institutions. Functional or geographic groupings may be appropriate. The establishment of Centres of Excellence for specific skills should be encouraged.

The IDPs will be costed and clearly identify the party(ies) responsible for each implementation step. The TA-DLI2 will be contracted by the PIU to support implementation of those activities of the IDPs that are beyond the regular work of P-TEVTA, including for such aspects as designing organizational systems and procedures, building capacities, drafting legal-regulatory documents, and developing management information systems. The SC will identify the arrangements for monitoring and reporting on the implementation of the IDPs.

Section 2.2.5 Monitoring and evaluation framework

The SC is responsible for monitoring and reporting on the implementation of all component activities. It will prepare reports every six months (at end September and end March) that will include (but not necessarily be limited to):

- The status of all activities, including in relation to their planned timing
- Once developed, the status of IDPs implementation
- An assessment of the extent to which component and IDP implementation is on track, an analysis of reasons for any activities being behind schedule or facing constraints, and proposed solutions/remedies to get things back on track and lift constraints.

The PIU (M&E Officer) will provide the status of the following indicator, as at March 31st of each year:

- P-TEVTA Institutional Development Plan Targets met

In this regard, the PIU (M&E Office) will get information from the SC, including its reports on sub-component and IDPs implementation; as well as the reports prepared in 2018, 2019 and 2020 by the TA-TPV as described in ‘Section 2.2.2 DLI2 Protocols.’

In FY 2020 an evaluation of the sub-component will be undertaken by a third party according to TOR acceptable to the Association using TA funds of Component Two. The evaluation will cover the new organogram and OM, and the design and implementation of all IDPs.

Annex One: Key activities, indicative timeline, responsible actors

Timing	Activity	Responsible
Before January	5. PTEVTA Board to discuss.	1. TEVTA Board. <i>Chair may communicate directly with board members. Important that all board support the proposal and future plans</i>
Before Effectiveness	20. Staff to be informed of general plan/intentions PTEVTA management to distribute a notice. Confirm sectors where partnerships are most likely to materialize. 21. Internal steering committee constituted. Committee TOR and briefing.	1. TEVTA, Chair, COO, HR, Ops, Acad. <i>Distribute a short clear vision statement and outline of intentions.</i> 2. TEVTA COO TOR <i>prepared, first meeting, Newsletter - clear and regular communications with employees .Committee workplan approved.</i>
Year 1	3. Program Action Plan developed and approved. 4. Functional Review TOR produced. 5. Review consultant appointed. 6. Functional Review completed. 7. Any legal or interdepartmental issues identified. 8. Institutional Development Plan (IDP) is completed, approved in principle.	22. TEVTA, Chair, Internal Steering Committee. <i>Must be coordinated with plans for a single PTEVTA testing Agency.</i> 23. TEVTA COO/Steering Committee to produce TOR for review consultant. 24. TEVTA /Consultant. <i>Consultant engaged with TOR, Regular reports to committee, single point of contact in PTEVTA secretariat.</i> 25. PTEVTA/Steering /Committee/Consultant. <i>Report analyses the current situation, desired situation vis-à-vis Best Practice and PVT A''s vision statement. Consultant continues to assist in the making of the f Development Plan.</i> 26. PTEVTA, / Other GoP depts. <i>Legal contractor if required (may be co-joint</i>

		<p><i>with establishing single testing authority.)</i></p> <p>27. PTEVTA/Steering Committee. <i>Agreement from all internal stakeholders gained. Some inter-department and legal issues may be delayed; the SC is to identify any implications for the IDP and develop a strategy to address such issues.</i></p>
Year 2	<p>28. IDP officially approved in detail.</p> <p>29. Sub-Plans developed.</p> <p>30. IDP targets /sub plan targets for year 3 approved.</p>	<p>9. PTEVTA Board. <i>Widely promulgated within PTEVTA.</i></p> <p>10. PTEVTA HR, OPS, Acad, <i>Functional targets, budgets and Action Plans for PTEVTA departments, coordinated by Steering Committee.</i></p> <p>11. PTEVTA /COO, Ops. HR, Acad, Finance.</p>
Year 3	<p>12. Internal Progress Review. IDP Targets year 3 are met.</p> <p>13. IDP targets for year are 4 approved.</p> <p>14. Legal and inter-departmental issues have been resolved.</p>	<p>12, 13. PTEVTA /COO, Ops. HR, Acad, Finance, Steering Committee.</p> <p>14. Legal C/Steering Committee. <i>Contractor may yet working on legislative processes.</i></p>
Year 4	<p>15. Internal Progress Review, IDP Targets for year 3 are met.</p> <p>16. Final targets, year 5, are set.</p> <p>17. Changes to staffing are 60% complete.</p> <p>18. Staff training is 80% complete.</p> <p>19. 80% of equipment is in place or alternative access to equipment is arranged (sharing with other institutions or industry, transporting/re-locating trainees etc.).</p> <p>20. New operating procedures are in place and 80% implemented.</p>	<p>15. PTEVTA /COO, Ops. HR, GM Acad, GM Finance, Steering Committee.</p> <p>16. PTEVTA /COO, GM Ops. GM HR, GM Acad, GM Finance, Steering Committee.</p> <p>17,18,19,20 PTEVTA /COO, GM Ops. GM HR, GM Acad, GM Finance, Steering Committee.</p>
Year 5	<p>21. All targets should be met.</p> <p>22. External review and validation.</p>	<p>21. TEVTA <i>steering committee internal review</i></p> <p>22. TEVTA Board/ External Contractor/Inter-departmental agencies. <i>Report to be shared with NAVTTC for their action</i></p>

Section 2.3. Component 1.3: Competency-based skills assessment and training

Section 2.3.1 Objective and content of sub-component

The objective of this sub-component is to strengthen the public skills training and assessment system to become more effective and demand-driven, through the introduction of competency-based training and assessment packages aligned with the newly developed Pakistan National Vocational Qualifications Framework. Competency-Based Training and Assessment (CBTA) packages will be introduced that contain:

- the competency standards. The competency standards will describe what a worker should be able to do and must know in order to effectively perform a job in the workplace.
- the rules for a qualification.
- the curriculum.
- the teaching and learning materials
- the assessment package.
- training packages for instructors and assessors.

A package that contains all of the above elements will be considered complete, and eligible for introduction through the Project. The package must *also*: be consistent with the new Pakistan National Vocational Qualifications Framework in which competencies are classified from the basic to the highest level; *and* be formally approved by NAVTTC.

The P-TEVTA will adapt or develop at least 30 competency-based training and assessment packages and introduce them in a total of at least 80 of their training institutions. It is planned that each participating institution will introduce at least 3 different CBTA packages. The introduction of CBTA packages will be closely aligned with the creation and activities of the new PSA, as described in Section 2.1. The PSA, on behalf of NAVTTC and National Skills Policies, will be responsible for assessing all candidates passing through the CBTA courses; the PSA and its assessors will receive capacity building through this component to conduct competency-based assessments.

While some of the CBTA packages are being developed by the NAVTTC (with support from GIZ), some will have to be developed by P-TEVTA or other registered training institutions and will subsequently be approved by the NAVTTC. The list of CBTA packages currently supported by the Project is provided below.

Instructors working at P-TEVTA training institutions will be trained on how to deliver their course using the CBTA methodology, as required in the course curriculum. This requires a particular emphasis on ensuring that students have mastered the competencies and have the capacity to demonstrate this mastery to an assessor. The instructor will be provided with a copy of the instructor's guide developed as part of the CBTA package. The instructors will be formally assessed at training completion and certified by the NAVTTC as a CBTA-qualified instructor.

For any given curriculum, the assessors will be trained separately (possibly by the same, but qualified, trainer) on how to conduct a CBTA-compliant assessment. Upon successful completion of the training, the NAVTTC will certify the assessor as being authorized to conduct assessments throughout Pakistan for any topic/skill for which the assessor has nationally recognized qualifications.

The teaching-learning materials (TLMs) refer to the student's printed course materials; these will have been developed as part of the CBTA package. Suitable TLM may also be purchased from other sources. The P-TEVTA will therefore ensure only the reproduction of these TLMs in sufficient quantity to supply all students enrolled in one of the Project-supported CBTA courses during the life of the Project.

For some of the CBTA curricula, and in some institutions, there may not have sufficient equipment to adequately deliver the curriculum. Therefore, PTEVTA will ensure the supply of such equipment on a selective basis. As further explained in 'Section 2.3.4: Implementation steps of main activities (procurement and supply of equipment and materials)', the P-TEVTA will identify participating institutions, cross-check the equipment and materials they have with the equipment/materials list in the CBTA curriculum, and either procure what is missing or transfer (or share) the equipment/materials from other P-TEVTA training institutions, private providers or private businesses.

All students who complete a Project-supported CBTA course will be encouraged by the instructor to undergo the certification assessment. The P-TEVTA will cover the cost of this assessment for all such students. The assessment will be conducted by an assessor trained under the Project (as described above), or by an assessor recognized by NAVTTC.

This sub-component is linked to a DLI with targets pertaining to the approval and implementation of the CBTA roll-out plan (in 2016), and the delivery of CBTA curricula (three curricula in at least five different training institutions in 2017, 8/15 in 2018, 16/35 in 2019 and 30/80 in 2020). These are explained in detail in the next section.

Section 2.3.2: DLI3 protocols

This section has two parts. The first part is a table detailing the DLI target and date of achievement, the conditions to be met in order for the target to be considered achieved, and evidence that must be submitted in order to verify that the target has been met along with the entity/post responsible for keeping/providing the evidence. The second part provides supplementary notes on verification procedures and responsibilities.

DLI targets, conditions of achievement, and verification evidence

DLI target and date of achievement	Conditions to be met in order for target to be achieved	Evidence for verification of target (and entity/post responsible for providing evidence)
<p>By April 2016: P-TEVTA’s Chairman has approved CBTA’s roll-out plan and implementation schedule; and CBTA has started implementation of said plan on a pilot basis.</p> <p>By April 2017: 3 different CBTA curricula have been delivered in at least 5 public institutions selected under the Project, in accordance with CBTA’s roll-out plan and implementation schedule.</p> <p>By April 2018: 8 different CBTA curricula have been</p>	<p>The roll-out plan and schedule will indicate the following steps: obtain accredited CBTA package; procure and supply equipment and materials; train instructors; train assessors; and ensure course delivery. The plan will cover the whole period of project implementation, and be detailed for the first two years of project implementation. In the years for which there are details, all constituent tasks of the aforementioned steps will be detailed, and the institutions where packages will be introduced will be identified. (cf. ‘Section 2.3.4: Implementation steps of main activities.’)</p> <p>Implementation on a pilot basis is being led in 2015 by NAVTTC, for three curricula. In this regard, P-TEVTA must demonstrate that some elements of each of the three curricula being used and evaluated in at least one P-TEVTA training institution.</p> <p>There are two dimensions to achieving the 2017-20 targets: the CBTA curriculum package must be complete; and it must be delivered public institutions in accordance with the roll-out plan and implementation schedule.</p> <p>Dimension one: the CBTA curriculum package must be complete. That is:</p> <ul style="list-style-type: none"> • It includes competency standards that have been elaborated using a DACUM (or similarly rigorous) process, which will have incorporated an element of validation from industry representatives. The competency standards will describe what a worker should be able to do and must know in order to effectively perform a job in the workplace. • It specifies where it fits into the PNVQF levels of qualification. 	<p>Roll-out plan and implementation schedule, signed as approved by P-TEVTA Chairman (P-TEVTA)</p> <p>P-TEVTA must provide documentary evidence that elements of three CBTA curriculum are being used and evaluated in one of its training institutions. The elements may include a curriculum document, teaching-learning materials linked to a CBTA curriculum document (P-TEVTA), or any of the elements described below as being part of a complete curriculum package.</p> <p>The CBTA curriculum (P-TEVTA, Academics Department) The assessment package (P-TEVTA and PBTE/TTB/PSA) The teaching-learning materials</p>

<p>delivered in at least 15 public institutions selected under the project, in accordance with the CBTA roll-out plan and implementation schedule.</p> <p>The numbers are cumulative and include the targets of the previous year. That is, the 8 different CBTA curricula include the 3 curricula that should have been delivered in the previous year. Therefore only an additional 5 CBTA curricula must be delivered in this year. The numbers pertaining to institutions are also cumulative. The implementation schedule can be found in ‘Section 2.3.5 Sequencing.’</p> <p>By April 2019: 16 different CBTA curricula have been delivered in at least 35 public institutions, selected under the Project in accordance with CBTA’s roll-out plan and implementation schedule.</p> <p>Numbers are cumulative.</p> <p>By April 2020: 30 different CBTA curricula have been delivered in at least 80 public institutions, selected under</p>	<ul style="list-style-type: none"> • It includes the curriculum <i>per se</i>, indicating the course learning objectives, structure and content, and required equipment and materials. • It includes the assessment package, which indicates how the student should be formatively assessed during the course; and explains in detail how achieved standards are to be assessed during the certification assessment process, • There is an associated package of written teaching-learning materials for the instructor (e.g. teacher’s guide) and student (e.g. course book). • The CBTA curriculum must be approved by NAVTTC as being compliant with the PNVQF and the NAVTTC’s standards for CBTA curricula. • There is an associated training package for instructors who will deliver the CBTA course to students. • There is an associated training package for assessors who will conduct the certification test for students who complete the CBTA course. <p>Dimension two: the CBTA curriculum must be delivered in a public institution in accordance with the roll-out plan and implementation schedule. That is:</p> <ul style="list-style-type: none"> • The curriculum must be on the list of courses scheduled for delivery in the previous calendar year, as detailed in ‘Section 2.3.4: Implementation steps of main activities.’ For instance, ‘Machinist’ is on the list of courses for delivery in the year 2016. In April 2017, the verification process will look to see if the ‘Machinist’ course has been delivered. • The number of institutions in which the curricula are being delivered corresponds to the roll-out plan, as detailed in ‘Section 2.3.5 Sequencing.’ The roll-out plan details the number of institutions, by packages and years. For instance, the three packages slated for introduction in 2016 will be introduced in 5 institutions in 2016, another 5 in 2017, and a further 5 in year 2018 such that in total, those three particular packages are to be introduced in 15 institutions. • ‘A public institution’ refers to any training institution under the direct authority and management of the P-TEVTA. • The course will appear in the institution’s officially published annual course schedule. • The curriculum is taught as a course by an instructor of the public institution, on its premises (though there may be an off-campus component, e.g. workplace experience). • To be qualified as an assessor he/she will have successfully completed instructors’ training, and also he/she must be nationally recognized as being competent in whatever he/she is assessing. ‘Successfully completed’ 	<p>(P-TEVTA, Academics Department; TA-DLI3) The training package for instructors (P-TEVTA, Academics Department; TA-DLI3) The training package for assessors (PBTE/TTB/PSA; TA-DLI3)</p> <p>Published annual course schedule (P-TEVTA training provider).</p> <p>‘Successful completion’: training records kept by TA-DLI3 and PIU. (TA-DLI3, PIU).</p>
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<p>the Project in accordance with CBTA’s roll-out plan and implementation schedule.</p> <p>Numbers are cumulative.</p>	<p>means that the instructor satisfied the training requirements as determined by the trainer in line with rules established by P-TEVTA and TA-DLI3.(Eventually there will be specific accredited CBTA qualifications for “CBTA trainer” and for “CTBA assessor”).</p> <ul style="list-style-type: none"> • The duration of the course will not exceed stipulated length unless an extension has been granted by PTEVTA. • The written teaching-learning materials produced as part of the project, such as the instructor’s guide and a course book for the student, will be used during delivery. These are the teaching-learning materials referred to in ‘Section 2.3.4: Implementation steps of main activities.’ • Students have substantial access to the equipment and materials listed in the curriculum document will be substantially available during course delivery. • There are not less than 15 students enrolled in the course for that institution. • The certification test is conducted by an officially recognized assessor of the PBTE or TTB. If the new PSA has been created and is operational, then the test is conducted by an officially recognized assessor of the PSA. The assessor will have successfully completed the assessors’ training and be recognized as competent in whatever he/she is assessing.. Successfully completed means that the assessor satisfied the training requirements as determined by the trainer in line with rules established by PBTE/TTB (or the PSA, once created) and the TA-DLI3. 	<p>Duration: based on official course schedule published by training institution. (P-TEVTA training institution).</p> <p>Use of written TLMs: based on observation by TA-TPV. The availability will be judged against the standard provided by the project during the time of production (e.g. one instructor’s guide per instructor, one course book per student).</p> <p>Access to equipment and materials: based on observation by TA-TPV. ‘Substantial’ is a technical judgment that will be jointly reached by P-TEVTA, the PIU and the WB.</p> <p>Number of students enrolled: the enrolment register of the training institution (P-TEVTA training institution.)</p> <p>For certification quality assurance: A sample of students will be asked to produce the certificate (student). Will be cross-checked with official records of PBTE/TTB, or PSA once created (PBTE/TTB/PSA). ‘Officially recognized assessor’: official register of assessors of the PBTE/TTB/PSA. ‘Successfully completed’: training records kept by TA-DLI3 and PIU. (TA-DLI3, PIU).</p>
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DLI target verification procedures and responsibilities

DLI targets will be verified through a third party verification exercise conducted by technical assistance (TA-TPV). The TA-TPV will be contracted by the PIU under Component Two in sufficient time to ensure that the results of the exercise for DLI3 are available no later than April 15th of each year. The ToRs of the TA-TPV, as well as the report provided by the TA-TPV, must be acceptable to the Association.

In general, the TA-TPV will be responsible to collect the following information and judge to what extent the target has been met. The judgement will be provided in its final report, and will be taken into account by the Bank during discussions on DLI-related disbursements.

- For the first year, three CBTA curricula are to be piloted by NAVTTC in the Punjab, working in collaboration with the P-TEVTA. The TA-TPV will visit at least one institution where each of the curricula are being piloted, and gather documentary evidence that some element of the curriculum is being used and evaluated. The documentary evidence may include any element of a CBTA package (as defined in ‘Section 2.3.2: DLI3 protocols’.) The documentary evidence must be found at the training institution, and the instructor for that course must confirm that he has used the document. Further, the P-TEVTA must provide a report (written by NAVTTC or by P-TEVTA or jointly) about the piloting of the curriculum, and the report must include evaluative elements.
- For the subsequent years, the CBTA curricula that have been reported by P-TEVTA as having been rolled in that year: the TA-TPV will check that each curriculum is complete and includes the elements and meets the criteria specified in the table above.
- The TA-TPV will identify in what public institutions the curricula have been delivered, and to what extent the delivery meets the criteria/conditions specified in the table above. Some of the evidence is documentary and will be provided by the P-TEVTA (including its training institutions), PIU, PBTE/TTB/PSA and TA-DLI3. Some of it must be generated by the TA-PTV itself through direct observation and data collection.
- There are two forms of direct observation and data collection: pertaining to the training institution, and pertaining to certification.
- The observation process pertaining to the training institution must be made for each curriculum and for each institution in which that curriculum is rolled out. The observation will be carried out on one day in which the course is scheduled to be in session. The day will not be pre- announced, and will be known only to the TA-TPV. If on the day of the visit the course is not in session, then the curriculum will be deemed ‘not delivered’ with the following two exceptions: the instructor is sick, or there is a case of *force majeure*. In these two cases, the TA-TPV will return on a different day for the observation, again unannounced. If on this occasion there is no course in session because of instructor sickness or force majeure, the TA-TPV will return a third time, again unannounced; if at this third attempt there is still no course in session, the curriculum will be deemed ‘not delivered.’
- The following information will be gathered during the observation process at the training institution: appearance of the curriculum/course in the training institution’s published list of courses on offer; the name and qualification status of the instructor; the duration of the course, as indicated in official course description documents; the availability of written

TLMs; the availability of equipment and materials on/off site; and enrolment. The TA-TPV will also collect contact details of all students who are enrolled; once the course is completed, the TA-TPV will get the training institution to identify those who went for the certification test and, of these, those who are assessed as competent. The TA-TPV will also check with the P-TEVTA/TA-DLI3 that the instructor has successfully completed the instructor's training course delivered as part of the Project.

- With respect to the appearance of the curriculum/course in the training institution's published list of courses on offer: the TA-TPV will check that the course appears in the publication.
- With respect to the instructor: the TA-TPV will record the name of the person who is providing instruction on the day of the observation visit.
- With respect to course duration: the TA-TPV will check that the duration in the training institution's course documents corresponds to the duration indicated in the CBTA curriculum document.
- With respect to the availability of written TLMs: the TA-TPV will record the extent to which the TLMs are available in relation to the standard set by the P-TEVTA and TA-DLI3 when designing the TLMs. That is, if the P-TEVTA/TA-DLI3 stipulate that e.g. each instructor should have a copy of an instructor's guide and each student should have a copy of a course-booklet, then the TA-TPV will check against these standards of availability.
- With respect to the availability of equipment and materials: the TA-TPV will record the extent to which the equipment and materials are available in relation to the standard set by the curriculum document.
- The observation process pertaining to certification will be sample-based. Working from the list of enrolled students reported to have successfully completed the certification assessment, three students will be selected at random. The TA-TPV will contact these students and physically check in person that they have their certificate, and that the certificate is nationally recognised. Further, the TA-TPV will cross-check with the relevant Board that it did indeed issue the certificate as registered in their records. Using information provided by the Board and TA-DLI3, it will also check that the assessor who conducted the test successfully completed the assessor's training course delivered as part of the Project.
- Observation formats will be used during the observation process, in order to ensure that data are collected in a structured and standard way. The observation formats and the written instructions for filling them in will be provided by the TA-TPV to the PIU for approval, prior to their use. The TA-TPV will be responsible for training its observers to use the formats properly.

If the P-TEVTA reports for a given year that the target has not been met, there is no verification process until such time that the target is reported as being met. The deadline date to report if a target has been met will be established by the PIU and provided to P-TEVTA and any relevant stakeholders. The PIU will establish the date as being April 15th minus the amount of time required to complete the verification process. The date will be provided to P-TEVTA not later than October 1st of each year. A report on the status of achieving the DLI targets for a given year may be submitted after the deadline, at which time the verification process will be initiated; the

Association will then discuss with the GoPunjab disbursement against that target at the earliest opportunity.

The deadlines for reporting on targets and providing evidence may change in any given year subsequent to written agreement between the Association, the PIU and P-TEVTA. However, it is advisable that the deadlines not be delayed such that the verification cannot be done on a timely basis to enable disbursement before the end of the fiscal year.

If upon verification a target reported by P-TEVTA as having been met is found not to have been met, the target can be re-verified at a later date. Once P-TEVTA reports that it has been met, the verification process will be initiated; the Association will then discuss with the GoPunjab disbursement against that target at the earliest opportunity.

A curriculum that has been successfully verified for a given institution in a particular year need not be re-verified in a subsequent year.

Section 2.3.3: Management arrangements: roles and responsibilities of key players

Agency/ institution/ post	Roles and responsibilities
P-TEVTA	<p><u>Board Chairman</u></p> <p>Provides overall leadership of CBTA implementation; approves roll-out plan and implementation. Resolves inter-department issues, high-level industry liaison, and provides policy guidance.</p> <p><u>COO</u></p> <p>Responsible for ensuring that component results are achieved. Oversees and coordinates roll-out of CBTA, assigns responsibilities for execution of activities, and ensures deadlines and targets are met. Maintains close liaison with key stakeholders, NAVTTC etc. Seeks timely high level intervention by the Chairman to resolve inter-agency issues. Chairs Standing Committee</p> <p><u>Academics Department</u></p> <p>Monitors/reviews/participates in NAVTTC piloting of 3 CBTA curricula Develops list of CBTA packages to be rolled-out With Operations, identifies participating training institutions Assists in development of roll-out plan and implementation schedule Supports development of all elements of CBTA packages, and ensures their official approval by P-TEVTA and facilitates approval by NAVTTC Facilitates all project-related trainings With the Finance and Operations departments, makes arrangements for the sharing of resources with industry</p> <p><u>Operations Department</u></p> <p>With Academics, prepares list of all equipment and materials requirements needed at level of</p>

	<p>training institutions Ensures timely procurement of equipment and materials Assists in development of roll-out plan and implementation schedule With Academics, facilitates all project-related trainings Monitors implementation of roll-out plan and reports on implementation With the Finance and Academics departments, makes arrangements for the sharing of resources with industry</p> <p><u>Finance and Administration Department</u></p> <p>Prepares annual cost-estimates and budget (development and non-development) for CBTA roll-out, and ensures that these are reflected in annual budget negotiations with GoPunjab's Department of Finance Assists in development of roll-out plan and implementation schedule With the Operations and Academics departments, makes arrangements for the sharing of resources with industry</p> <p><u>Head of participating Training Institutions</u></p> <p>Ensures course appears in published list of courses on offer Ensures instructors are qualified Facilitates student enrolment and final assessment Ensures access to equipment and materials, and provides written TLMs produced by project Assists in development of roll-out plan and implementation schedule In conjunction with TTB, facilitates qualification assessments (plan, execute and report/follow-up)</p> <p><u>PBTE/TTB/PSA</u></p> <p>Supports development of assessment component of CBTA package, including training package for assessors Facilitates assessment-related project trainings, and ensures assessors participate in project training In collaboration with training institution, ensures students are tested for qualifications using CBTA assessments standards Issues qualifications and keeps records of such In conjunction with institution heads, facilitates qualification assessments</p> <p><u>Standing Committee</u></p> <p>Prepares and updates roll-out plan and implementation schedule, and ensures its smooth and timely implementation Reports at least quarterly to PTEVTA board. Urgently reports any current or foreseen variation to the CBTA rollout plan.</p>
PIU	<p>Contracts and supervises all TA hired to support implementation of and monitor/evaluate DLI3-related activities Facilitates coordination between agencies involved in achieving DLI3 targets Monitors and reports on activity implementation and progress towards targets. (See also chapter on Component Two)</p>
TA-DLI3	<p>(As per contractual terms – to be updated in this POM once contract signed). Working in close collaboration with P-TEVTA and PIU: Review all documents and plans, particularly NAVTTC plans to develop CBT&A packages Review the conduct of the NAVTTC trial of 3 CBT&A courses. Make recommendations that</p>

	<p>affect the rollout. Also recommend any interventions in the Punjab that improve the 3-course trial</p> <p>Facilitate the convening of a Standing Committee (SC) in PTEVTA that will coordinate the implementation and rollout of CBT&A.</p> <p>Assist the SC to develop a 5-year plan that meets the requirements of the rollout</p> <p>With the assistance of the Standing Committee, analyze the requirements for the rollout, including: instructors training, staff training, facilities requirements for equipment and materials, Assessor Training (in conjunction with PBTE/TTB, or PSA once operational)</p> <p>With the assistance of the Standing Committee, develop a detailed plan, including budget, for the provision of all resources and training, when and where required; to be updated regularly</p> <p>Draft interim Standing Operating Procedures (SOP) for the beginning of the rollout. Ensure all levels and agencies are fully conversant with the draft SOP, and all are prepared to carry out their responsibilities.</p> <p>Review and confirm the SOP during the project, publish the confirmed SOP by the end of the project.</p> <p>As the rollout continues, ensure that all agencies and individuals concerned are prepared for the necessary changes to work culture.</p> <p>Rollout of 30 CBT&A courses</p> <ul style="list-style-type: none"> Train Instructors in CBT&A ensure their registration with TTB NAVTTC Train Assessors and assure their registration with TTB NAVTTC Train and organize institution staff Train and reorganize central and local administrative staff in their new functions Monitor and evaluate all CBT&A training activities <p>Identification and development of required new CBT&A packages. Using the DACUM- or similar – method, and working with industry and training providers:</p> <ul style="list-style-type: none"> Identify the need for new curricula, and rate this need as a province priority. Secure funding to develop new curricula in accordance with NAVTTC requirements and coordination Develop new or complete existing CBT&A packages, as defined in ‘Section 2.3.2: DLI3 protocols’, such that 30 packages altogether are ready for roll-out <p>Facilitate (with P-TEVTA) approval from NAVTTC of new CBT&A curricula as being nationally recognized, and made available to all provinces.</p>
TA-TPV	Collects all evidences pertaining to achievement of targets, as detailed in ‘Section 2.3.2 DLI3 Protocols’ and prepares report providing on status of achievement

Section 2.3.4: Implementation steps of main activities

Component One of the PSDP disburses funds based on the achievement of results. As detailed in ‘Section 2.3.2 DLI3 Protocols’, the elements constituting a successful result are complex and interlinked, and often require sequenced implementation. This section therefore amplifies many of the steps that must be implemented to get all the elements in place in their proper order, in order to achieve the result. It also identifies those posts and Departments responsible for implementation.

As the CBTA roll-out requires the close cooperation of multiple departments and institutions, the P-TEVTA will establish a Standing Committee (SC) charged with ensuring roll-out on a smooth and timely basis. The SC will be chaired by the P-TEVTA Chief Operating Officer (COO). It will include the General Managers of the following P-TEVTA Departments: Academics, Operations, and Financing and Administration. It will also include the Chairman of PBTE, the

Head of TTB; once the PSA is operational and PBTE/TTB have been phased out, the PSA Head will replace them on the SC. The SC will also include the Heads of the Training Institutions that will be delivering the CBTA packages; they will sit on the SC in the year prior to and of introduction. The Team will be supported by technical assistance hired using Component Two funds, which can also be used to cover some operational costs (not otherwise covered by the P-TEVTA budget) of the SC incurred in the execution of SC duties.

The main steps are:

- Develop roll-out plan and implementation schedule
- Develop and process accreditation of, CBTA packages, or obtained existing packages as required
- Procure and supply equipment and materials
- Train instructors
- Train assessors
- Deliver course
- Certify students
- Evaluate CBTA roll-out

Roll-out plan and implementation schedule

The roll-out plan is based on 30 CBTA packages, which are listed in the table below by the year in which they will be introduced.

List of Courses for Year 2016	
1	Machinist
2	BET-Building Electrician (including solar / PV panel Inst.And Maint.) (L-1)
3	PLUM-Plumber (including solar water heater Inst. And Maint.) (L-1)
List of Courses for Year 2017	
1	BET-Building Electrician (including solar / PV panel Inst. And Maint.) (L-2)
2	PLUM-Plumber (including solar water heater Inst. And Maint.) (L-2)
3	HVACR
4	Auto CAD
5	Welding
List of Courses for Year 2018	
1	BET-Building Electrician (including solar / PV panel Inst. And Maint.) (L-3)
2	PLUM-Plumber (including solar water heater Inst. And Maint.) (L-3)
3	Fashion Designing
4	Auto Electrician
5	Automobile Mechanic
6	General Electrician

7	Diesel Engine Mechanic
8	Electronic Application Technician
List of Courses for Year 2019	
1	Mason
2	EEA-Electrical and Electronics Assembler (L-1)
3	Web Designing & Development
4	CAD / CAM Operator
5	Industrial Stitching Machine Operator
6	Millwright/Fitter
7	EEIR-Electrical Equipment Installer and Repair (L-1)
8	EEIR-Electrical Equipment Installer and Repair (L-2)
9	Computer Hardware & Networking
10	EI-Industrial Electrician (L-1)
11	Generator Repair & Maintenance
12	EEA-Electrical and Electronics Assembler (L-2)
13	Pattern Drafting and Cutting
14	EI-Industrial Electrician (L-2)

1/29/2015

This list may be modified only if the following conditions are met:

- The P-TEVTA COO formally requests the Bank to approve a revised list, with justification for the changes
- The Bank provides its NOB to changes to the list
- New trades appearing in the list are in one of the following priority sectors identified in the 2015-18 Punjab Growth Strategy (or a revised Growth Strategy, if revised). The sectors identified in the 2015-18 version are: textiles and garments, light engineering, auto parts, surgical, cutlery, agricultural implants, pumps, sports and fans, construction, pharmaceuticals and food processing.
- Where Punjab training priorities change and where appropriate accredited packages are available

Any revisions to the list must be included in this section of the POM.

The roll-out plan and implementation schedule should cover the full life of the project, and be detailed for the current and following year, e.g. in Year 1, Years 1 and 2 should be detailed; in Year 2, Years 2 and 3 should be detailed, etc. The plan must include all the implementation steps outlined in this section, and for the detailed years must also indicate which institutions will deliver the CBTA packages being introduced. Developing the plan is the responsibility of the P-TEVTA (Academics), working in close cooperation with the TA-DLI3. The plan will be updated regularly. An updated version will be provided to the Bank no later than March 31st of each year. The Plan submitted to the Bank as evidence for achieving the DLI3 target for 2016 must be approved and signed by the Chairman of the Board, P-TEVTA.

The plan should be based upon the general implementation schedule displayed in the table below, and cover not less than the number of packages and institutions indicated there.

	Number of packages being introduced	Total number of institutions where at least 3 of the packages are being taught (cumulative)				
		Year 1	Year 2	Year 3	Year 4	Year 5
Year 2	3		5	10	15	15
Year 3	5			5	10	15
Year 4	8				10	20
Year 5	14					30
Total	30	80				

Further elements to be included in the roll-out plan are provided in Annex One.

Develop CBTA package

The steps to follow depend on the extent to which the package has already been, or is being, developed in Pakistan. There are three possibilities.

- First, it is already fully developed and approved by NAVTTC. The package may be developed by NAVTTC or another provincial TEVTA. As long as it contains all the necessary elements defined above, it may be accepted as complete and its introduction may proceed.
- Second, it is partially developed and certain elements need to be completed.
- Third, it has not been developed.

In the second and third cases, some or all of the following steps must be followed in order to complete the package. Implementing these steps is the joint responsibility of the TA hired under Component Two to assist the achievement of DLI 3 (TA-DLI3) and the Department of Academics of P-TEVTA. The three main steps are:

- Step A. Complete the DACUM (or similar) process. DACUM refers to ‘Developing a Curriculum’, an internationally recognized process for developing vocational and technical curricula. The actual process used may vary in details, so long as the essential steps involved in curriculum development are followed including:
 - a job analysis that clarifies duties and tasks
 - peer validation leading to an agreed set of competency standards
 - identifying where the qualifications associated with the package fit within the PNVQF levels
 - drafting the curriculum
 - drafting the assessment package. The package must include a detailed description of the assessment process, including how standards are to be assessed and what are the minimum criteria for success.
- Step B. Develop teaching-learning materials that will be used by instructors and students in P-TEVTA institutions during course delivery. This will include written

materials for the instructor (e.g. teaching guide) and the students (e.g. course book), but excluding material inputs such as lathe blanks or welding rods. Material inputs will be specified in the curriculum, along with the equipment, and are discussed below.

- Step C. Develop training package for instructors. This will include a module for the instructor and a module for the trainer. They will be linked to the teaching-learning materials.
- Step D. Develop training package for assessors. This will include a module for the assessor and a module for the trainer.

All of the above steps must be done in conjunction with NAVTTC, and result in the package being formally approved by NAVTTC as being compliant with the PNVQF. A package developed overseas, and adapted to Pakistan, may be accredited with NAVTTC following the outline of the processes above.

Procure and supply equipment and materials

The curriculum will contain a detailed list of equipment and materials that are required to deliver the package. It is the responsibility of the P-TEVTA (Academics, working in collaboration with other relevant Departments) to ensure that the training institutions where each package will be rolled out has the equipment and materials required for the delivery of the package, or at least trainees have access to the required resources. As part of DLI target verification, the access to equipment and materials will be one element of package delivery, as explained in ‘Section 2.3.2 DL13 Protocols.’ In order to ensure that equipment and materials are available at the time of planned CBTA package introduction in the training institution, the P-TEVTA (Academics Department and Operations Department) would need to undertake the following tasks on a timely basis:

- Identify what training institutions will introduce a CBTA package(s), and which one(s)
- Cross-check equipment and materials availability at identified training institutions with equipment/materials list in the CBTA package curriculum, and list missing equipment/materials
- Identify source(s) for missing equipment/materials. In general, this will either be new procurement or a transfer (or sharing) from another training institution.
- Make detailed estimate of costs to procure equipment, and work closely with Finance and Administration Department to ensure that sufficient funds will be in the development budget for the year during which procurement expenses will be incurred. Prioritise the need for resources with the availability of funds, availability of alternatives such as sharing equipment or using older technology.
- Transfer or procure/supply equipment/materials. As there are substantial lead times for procurement, these tasks (particularly procurement and supply) must be undertaken in the year prior to the introduction of the CBTA package.

Train instructors

The trainers may be TA who are contracted to develop the training package for instructors, or they may be trainers who are otherwise qualified to deliver the training. This is at the discretion

of the P-TEVTA and the TA hired under Component Two to assist DLI3 (TA-DLI3). Therefore there may or may not be a training of trainers, depending on the solution identified.

The P-TEVTA (Academics) is responsible for ensuring that:

- The instructors who will participate in the training are identified.
- The instructors are notified well in advance of the training.
- The instructors are paid any per diem and travel costs on a timely basis, as per government regulations.
- There is a suitable training venue available.

The TA-DLI3 and the P-TEVTA are jointly responsible for ensuring all training logistics, including that:

- There are sufficient modules for trainers and instructors.
- There are sufficient other training materials, such as stationery, flipcharts, video projectors, etc.
- Coffee and lunch breaks are organized as needed.

It is a condition of achieving DLI targets for the years 2017-2020 that the instructors teaching the newly introduced CBTA package be trained under the project, prior to their teaching the course.

Train assessors

The trainers of assessors may be TA who are contracted to develop the training package for instructors, or they may be trainers who are otherwise qualified to deliver the training. They also may be industry specialists who have teaching qualifications and training in CBTA. There is no requirement that a trainer of assessors be competent in any particular skill other than “assessing CBTA”. This is at the discretion of the P-TEVTA and the TA-DLI3. Therefore there may or may not be a training of trainers, depending on the solution identified.

The PBTE/TTB (or the PSA, if it has been established) is responsible for ensuring that:

- The assessors who will participate in the training are identified.
- The assessors are notified well in advance of the training.
- The assessors are paid any per diem and travel costs on a timely basis, as per government regulations.
- There is a suitable training venue available.
- Assessment results are processed

The TA-DLI3 and the PBTE/TTB (or the PSA, if it has been established) are jointly responsible for ensuring all training logistics, as described above.

It is a condition of achieving DLI targets for the years 2017-2020 that the assessors who conduct the certification test be trained under the project prior to the assessment.

Deliver course

It is the responsibility of participating training institutions, working in cooperation with P-TEVTA (Academics Department) to ensure that the course is delivered as scheduled. This will require that:

- The Academics Department identify the training institution, and the institution identify and agree to send an instructor for training
- The training institution clarify with P-TEVTA (WHICH DPT) its equipment and materials situation and needs in relation to the list in the curriculum document
- The training institution provide the instructor and students with the teaching-learning materials prepared by the project
- Include the course in its published list of courses on offer
- Enrol students, deliver the course to them as per the curriculum, and encourage those who complete to undergo the certification assessment.

It is a condition of achieving DLI targets for the years 2017-2020 that the training institution delivering a CBTA package include the course in its annual list of published courses on offer, have students enrolled in the course, provide the instructor and students with written teaching-learning materials, and make available the equipment and material inputs listed in the curriculum document.

Certify students

It is the responsibility of the training institution to arrange for students who complete the course to do the certification assessment. Therefore it is the institution's responsibility to contact the PBTE/TTB (or PSA, if operational) and arrange for an assessor to conduct the test.

It is the responsibility of the PBTE/TTB (or PSA, if operational) to ensure that the assessor who conducts the certification assessment has been trained and is registered. It is the joint responsibility of the PBTE/TTB (or PSA, if operational) and the training institution to ensure that all conditions (including equipment and materials) are available as needed such that the test can be properly conducted.

It is a condition of achieving DLI targets for the years 2017-2020 that a sample of students who completed the course provide the certificate granted by the relevant Board, and that the relevant Board be able to demonstrate that it indeed granted the certificate.

Evaluate CBTA roll-out

In the final year of the Project, the PIU will contract independent TA to evaluate the CBTA roll-out. The ToRs will be acceptable to the Association.

Section 2.3.5. Budget planning

The project releases funds against results, rather than to reimburse expenditures. It is therefore vital for, and the responsibility of, the P-TEVTA (particularly Finance and Administration Department) to plan expenditures carefully and ensure that sufficient budgetary funds are

available, so that the activities outlined above can be realized on a timely basis. This pertains only to those expenditures that will be incurred by P-TEVTA, and excludes those expenditures that will be covered under the contract for TA-DLI3 financed under Component Two.

The Finance and Administration will prepare an annual budget for the implementation of the roll-out plan. The budget will be reviewed and finalized by the SC in advance of annual budget negotiations with the Go Punjab's Department of Finance.

Section 2.3.6 Monitoring and evaluation framework

Monitoring of and reporting on the implementation of the roll-out plan and implementation schedule is the responsibility of the M&E Unit of the Operations Department. The Unit will produce a quarterly report that will include (but be not limited to):

- The status of all elements of all CBTA packages under development
- The status of access to equipment and materials required at the level of training institutions, including status of any steps to transfer and procure equipment and materials
- The number of persons trained under the project, by profile
- An assessment of the extent to which the plan is on track, an analysis of reasons for any activities being behind schedule or facing constraints, and proposed solutions/remedies to get things back on track and lift constraints.

The Operations Department will also provide the status of the following indicators, as at March 31st of each year:

- Number of CBTA curricula delivered
- Number of institutions offering CBTA courses
- Number of students passed-out from CBTA courses.

Definitions for these indicators can be found in the Project Appraisal Document.

The PIU will be responsible for providing the status of the following indicator, in the first and final years of the project:

- Employer satisfaction with graduates from programs which benefitted from CBTA packages. The source will be a study undertaken by an independent TA. The PIU will be responsible for contracting out the employer satisfaction survey with TORs agreeable to the Association.

Annex One: key activities, indicative timeline, responsible actors

Timing	Activity	Responsible
Before January 2016	<ol style="list-style-type: none"> 1. Confirm arrangements, responsibilities for trial of 3 CBT courses. 2. Monitor NAVTTC's conduct of the trial in those PTEVTA institutions selected by NAVTTC. 3. Newsletter/communications widely distributed within PTEVTA. 	<ol style="list-style-type: none"> 1. TEVTA and NAVTTC. <i>Close liaison is required for the trial and to monitor any delays to the implementation of NAVTTC's plans for implementation of 61 packages.</i> 2. TEVTA / NAVTTC/TTB. <i>TEVTA should insist on a formal and early briefing on the program.</i> 3. TEVTA/TTB/NAVTTC/GIZ 4. TEVTA/NAVTTC/GIZ
Before Effectiveness	<ol style="list-style-type: none"> 5. Review operation of the NAVTTC/GIZ CBT trial. 6. Prepare plans for immediate steps required for the beginning of the project. 7. Conduct operational briefings for all staff and stakeholders on the project. 8. Equipment and staff in place for year 1. 9. A standing committee is formed in PTEVTA. 	<ol style="list-style-type: none"> 21. TEVTA/TTB/NAVTTC/GIZ 22. TEVTA/TTB 23. TEVTA/PVTC/PBTE/NAVTTC/ all stakeholders 24. TEVTA/NAVTTC. <i>NAVTTC state that their role is to support the trial and the roll-out. This needs to be confirmed and PTEVTA be prepared to ready its own institutions for year 1 activities</i> 25. PTEVTA/Board/COO. <i>The standing committee will be a permanent body that will coordinate the short and long-term rollout of CBT&A in PTEVTA.</i>
Year 1	<ol style="list-style-type: none"> 10. Full 5-year rollout action plan outline completed and funds provisionally allocated. 11. New CBT&A curricula identified and development begun. 12. Equipment and staff in place for year 2. 13. New CBT&A SOPs developed, assisted by work culture/change management contractor 	<ol style="list-style-type: none"> 10. TEVTA /standing committee <i>Equipment/staff/facilities/development of any new CBT&A curricula, etc. planned for the life of the project. PTEVTA's plan must dovetail with NAVTTC's plan and they must accept responsibility for implementing the new CBT&A package.</i> 11. TEVTA. <i>TEVTA to identify the curricula required to meet Punjab priorities. If the curricula are not available in CBT&A form, they should begin the process of developing suitable curricula and the full CBT&A package.</i> 12. PTEVTA/NAVTTC. <i>Equipment lists and staff requirements to be identified. Close liaison and coordination with NAVTTC is required.</i>

		<p>13. Standing Committee PTEVTA/consultant. <i>SOP development should be part of the action plan. On-going change management function.</i></p>
Year 2	<p>14. Action plan approved and begun.</p> <p>15. SOPs developed, authorized and published.</p>	<p>14 .TEVTA/ Standing Committee/ NAVTTC. <i>PTEVTA/committee to liaise closely with NAVTTC/GIZ to ensure that the PTEVTA plan dovetails with the NAVTTC plans and that facilities /staff and support is provided for the PTEVTA rollout.</i></p> <p>15. PTEVTA GM Ops/Standing Committee. <i>SOPS to be widely distributed and all Secretariat staff and all institutions key staff to be trained.</i></p>
Year 3	<p>16. Rollout continues as per action plan.</p> <p>17. Any new CBT&A courses developed by TEVTA to be submitted to NAVTTC for accreditation.</p> <p>18. CBT&A packages delivered to be validated.</p>	<p>16. TEVTA/ NAVTTC. <i>NAVTTC/GIZ support will have ended by this time. PTEVTA will have full operating responsibility for rollout.</i></p> <p>17. PTEVTA/NAVTTC. <i>PTEVTA will likely be responsible to carry out the full range of development of the CBT&A package. This must be confirmed with NAVTTC who must issue a policy and instructions for the development of an accredited CBT&A package.</i></p> <p>18. NAVTTC/PTEVTA/Industry Body. <i>Validation should be under the direction of NAVTTC and will involve a review of all processes and standards from DACUM to standards to LMI. This should now be an on-going process.</i></p>
Year 4	<p>19. Rollout continues as per action plan; Ongoing course validation.</p> <p>20. New CBT&A packages developed by PTEVTA – and/or other agencies, authorized and in operation.</p>	<p>19. TEVTA</p> <p>20. TEVTA. <i>Changes to the action plan will be necessary as new CBT&A course packages become available.</i></p>
Year 5	<p>21. CBT&A rollout reviewed and next 5-year action plan developed.</p> <p>22. All CBT&A courses validated by this time.</p>	<p>TVETA. COO.GM Ops, GM Acad, <i>Standing Committee to prepare next 5-year plan for submission to the board.</i></p> <p>22. NAVTTC/PTEVTA <i>Ongoing validation must occur but under the policy of NAVTTC.</i></p>

Section 2.4. Component 1.4: Industry Partnership Agreements

Section 2.4.1: Objective and content of sub-component

The objective of this sub-component is to improve the quality and relevance of training provision through improved collaboration between the private sector ('skill demand') and training providers ('skill supply'). The interventions will be targeted to training programs with relevance to the priority economic sectors as identified by the Government of Punjab (textiles and garments, light engineering, auto parts, surgical, cutlery, agricultural implants, pumps, sports and fans, construction, pharmaceuticals and food processing), and to small and medium enterprises (SMEs) as these face the most serious constraints in attracting, retaining and training appropriately skilled staff.

Whereas initially the focus will be on promoting partnerships between the private sector (firms or firm representatives) and *public* training providers, to increase the relevance of public training provision, partnerships between firms and *private* Training Providers (TPs) will also be encouraged and supported.

The Department of Industries, Commerce and Investment (DoICI) and P-TEVTA will support the development, implementation and monitoring of Partnership Agreements (PA). PAs will be concluded between an industry representative (e.g., an industry association or individual firm), a training institution, and TEVTA. PAs will describe the targets in terms of quality and relevance which the partnership aims to achieve; the inputs, scope of activities and responsibilities of all signatory parties; and monitoring and reporting arrangements. PAs will be compliant with the Partnership Framework (PF), which will be developed at the start of project implementation by P-TEVTA in close collaboration with industry and other stakeholders. The PF will define the clear measurable criteria that individual PAs must incorporate. The DoICI and P-TEVTA will facilitate the identification of potential areas and parties for a PA, their negotiations, and the drafting of a legally-binding Partnership Agreement. TPs that are party to a PA may be from either the private or public sector, provided they are registered as a TP with P-TEVTA. The PF would be sufficiently flexible to ensure that individual PAs can be negotiated to accommodate the specific needs and inputs of the employers that are party to the agreement rather than prescribing a single model that may not suit all circumstances.

Once the PF has been finalized, P-TEVTA with the support of the PIU will facilitate the identification of areas and parties that could benefit from a PA and particular training needs, their negotiations, and the drafting of a legally-binding Partnership Agreement. While the contributions and obligations of the parties to a PA will be specific in each case, in general on the employer side these may include the provision of technical expertise (through e.g. training or training services management) and resources (e.g., access to factory resources or the contribution of training-related equipment), as well as on-site training delivery. On the P-TEVTA side, these may include providing training services, equipment and facilities, revising or introducing new curricula, and, providing long-term leases on premises. TPs that are party to a PA may be from either the private or public sector, provided they are registered as a TP with P-TEVTA. The PA

will stipulate monitoring indicators and responsibilities, to enable monitoring of the PA's implementation and performance.

The P-TEVTA will provide technical support to the implementation of the PAs, covering for example curricula revisions or the training of trainers. The government may in cases where it is determined necessary financially support PA implementation, providing up to US\$ 20,000 per public training institute per year and US\$ 20,000 per private training institute per year. Each case will be decided on its merits by the P-TEVTA with support from TA funds, based on criteria stipulated below in 'Section 2.4.4: Implementation steps of main activities.' In cases where financial, material or other contributions from P-TEVTA are essential to fulfil the agreements of the PA, the P-TEVTA will be a signatory to the PA in addition to the private sector representative(s) and the TP(s). The DoICI and P-TEVTA will monitor PA implementation and outcomes (including employment rates or evidence of placement of graduates of the PAs), including verification through third party evaluations. The findings of the evaluations will be widely disseminated, in order to promote good (and avoid bad) practice in industry-TP partnerships. The DoICI and P-TEVTA will also develop a sustainability plan to promote PAs beyond the life of the Project.

This sub-component is linked to a DLI with targets pertaining to the approval of the Partnership Framework, the signing of 12 PAs and the third party evaluations of selected PAs. These are detailed in the next section.

Section 2.4.2 DLI4 protocols

This section has two parts. The first part is a table detailing the DLI target and date of achievement, the conditions to be met in order for the target to be considered achieved, and evidence that must be submitted in order to verify that the target has been met along with the entity/post responsible for keeping/providing the evidence. The second part provides supplementary notes on verification procedures and responsibilities.

DLI targets, conditions of achievement, and verification evidence

DLI target and date of achievement	Conditions to be met in order for target to be achieved	Evidence for verification of target (and entity/post responsible for providing evidence)
<p>By October 2015: Partnership Framework developed, endorsed by industry and approved by the Board of P-TEVTA; and one Partnership Agreement signed.</p>	<p>The Partnership Framework (PF) must:</p> <ul style="list-style-type: none"> • include (but not necessarily be limited to) sections on (i) a statement of the objectives of partnerships and a definition of what constitutes a partnership; (ii) the parties that are eligible to engage in a PA; (iii) the potential scope of activities that can be supported through PAs; (iv) the minimum contributions of parties including cost sharing; (v) the range of expected outcomes; (vi) the legal requirements and characteristics of a PA; (vii) the arrangements for monitoring and reporting on the PA ; and (viii) a template for drafting a PA. • be endorsed by industry • satisfactory to the Association • be approved by the Chairman P-TEVTA and shared with Board of P-TEVTA for information and endorsement <p>The Partnership Agreement (PA) must:</p> <ul style="list-style-type: none"> • Include all the essential elements of a PA stipulated in the PF • Be signed by the parties to the PA • Be satisfactory to the International Development Association prior to signature 	<p>Partnership Framework (P-TEVTA, TA-DLI4) ‘Endorsed’: documentary evidence to be provided indicating that industry representatives were consulted during the development of the PF (P-TEVTA, TA-DLI4) ‘Approved’: Notification of approval by Chairman P-TEVTA; minutes of the Board meeting including a resolution, successfully endorsed, that the Board approves the PF; minutes to be signed by the Chair of P-TEVTA (P-TEVTA)</p> <p>Partnership Agreement (P-TEVTA)</p>
<p>By April 2017: Three Partnership Agreements signed</p>	<p>As for PA conditions given for 2015</p>	<p>See above (2015)</p>
<p>By April 2018: Partnership Agreements under</p>	<p>The evaluation must satisfy the following conditions in order for the DLI target to be met:</p>	

<p>implementation evaluated against agreed implementation plan and results; and Partnership Agreement signed for 4 additional partnerships</p>	<ul style="list-style-type: none"> • The ToRs and the final report must be satisfactory to the Association • An advanced draft of the report must have been discussed at a meeting of the P-TEVTA Board 	<p>ToRs and final report (PIU) ‘Discussed’: minutes of the P-TEVTA Board meeting, signed by Board Chair</p>
<p>By April 2019: Partnership Agreements signed for 4 additional partnerships based on evaluation results from Year 3</p>	<p>As for PA conditions given for 2015, plus report by Partnership Team indicating how PF and PAs were revised subsequent to evaluation.</p>	<p>See above (2015) ‘Report’ (Partnership Team)</p>

DLI target verification procedures and responsibilities

For DLI targets verification, the evidence will be gathered either by:

- the PIU (M&E Officer) in the years 2015, 2017 and 2019; and the Head of the PIU will provide a report containing a judgement on the extent to which the targets have been met. The PIU will complete this work such that the report containing the judgement is available no later than September 30th in 2015 and April 15th in the years 2017 and 2019. The PIU's report must be acceptable to the International Development Association ('Association'), and will be taken into account by the Association during discussions on DLI-related disbursements. This arrangement will also apply to the verification of the 2018 target pertaining to the signing of four PAs.
- Independent technical assistance (TA-TPV) conducting a third party verification exercise and evaluation in 2018. This exercise will evaluate the implementation of the four PAs signed prior to 2018 against the objectives, activities and targets established in the PAs. The ToRs of the TA-TPV, as well as the report provided by the TA-TPV, must be acceptable to the Association.

If the P-TEVTA reports for a given year that the target has not been met, there is no verification process until such time that the target is reported as being met. The deadline date to report if a target has been met will be established by the PIU and provided to the P-TEVTA and any relevant stakeholders. The PIU will establish the date as being the report deadline date minus the amount of time required to complete the verification process. In such a case, for the years 2017-19, the date will be provided to the P-TEVTA not later than October 1st of each year. A report on the status of achieving the DLI targets for a given year may be submitted after the deadline, at which time the verification process will be initiated; the Association will then discuss with the GoPunjab disbursement against that target at the earliest opportunity.

The deadlines for reporting on targets and providing evidence may change in any given year subsequent to written agreement between the Association, the PIU and P-TEVTA. However, it is advisable that the deadlines not be delayed such that the verification cannot be done on a timely basis to enable disbursement before the end of the fiscal year.

If upon verification a target reported by P-TEVTA as having been met is found not to have been met, the target can be re-verified at a later date. Once P-TEVTA reports that it has been met, the verification process will be initiated; the Association will then discuss with the GoPunjab disbursement against that target at the earliest opportunity.

For 2015, the PIU (M&E Officer) will:

- Get a copy of the Partnership Framework; approval notification by Chairman P-TEVTA, the signed minutes of the P-TEVTA Board meeting at which the PF was endorsed; the written records of industry consultations, and the grid document outlining how industry advice and recommendations were integrated into the PF (see 'Section 2.4.4 Implementation Steps of Main Activities' for description of grid document). The Partnership Team is responsible for providing these documents.

- Cross-check the PF against the PF elements stipulated in the DLI target for 2015 ('Section 2.4.2 DLI4 protocols'); review the written records of industry consultations and the grid document; and prepare a report for the PIU Director on the findings.

The PIU Director will then finalize a report for the Association providing a judgement as to the extent to which the PF component of the 2015 target meets the specifications provided in 'Section 2.4.2 DLI4 protocols' and has been met.

For 2015, 2017, and 2019; and for the 2018 target pertaining to the signing of four PAs only:

- the PIU (M&E Officer) will collect copies of the signed PAs from P-TEVTA. It is the responsibility of the Head of the Partnership Team to provide the PIU with the copy. The M&E Officer will cross-check to what extent each PA corresponds to the stipulations of the Partnership Framework, and prepare a report for the PIU Director on the findings;
- the PIU Director will finalize a report for the Association providing a judgement as to the extent to which each PA meets the requirements of the PF, and to which the DLI target for the year has been met.

For the TPV/evaluation to be conducted in 2018:

- the PIU will hire TA as a third party to evaluate all the PAs that were signed during 2015-2017 (TA-TPV). The ToRs for the evaluation will be acceptable to the Association.
- for each PA, the TA-TPV will evaluate the extent to which:
 - the content and wording of the PA comply with the requirements stipulated in the PF
 - PA objectives and targets are being met
 - planned activities are being implemented
 - the terms of the PA are being met by all parties, particularly including their contributions to the PA
 - the PA is being supported by the Partnership Team and project-financed TA
 - the PA's monitoring and evaluation and reporting mechanisms are being implemented. This will include independent verification that the numbers being reported by the parties for enrolment and employment are accurate. The exact manner of this verification will be included in the evaluation ToRs.
 - the parties to the PA are satisfied with the agreement, its implementation and the results achieved thus far.
 - The evaluation will also analyze the costs of implementing the PA in relation to the results achieved. If the PA received financial assistance from the Government of Punjab, the evaluation will include a simple audit of the funds to verify that they were used for the purposes stated in the PA and followed the financial management and procurement rules applicable to the use of the funds. In the event the audit has already been done by a different party, the audit will be appended to the evaluation report.
 - The evaluation will make recommendations about such matters as future PF/PA design, support required to PAs, and sectors with potential for developing and implementing successful PAs.
- as part of the information-gathering process for the evaluation, the TA-TPV will meet with:

- the Partnership Team and any TA supporting the Team or the implementation of particular PAs
- for each PA, the parties to the agreement
- for each PA, not less than 10 students benefiting from the PA
- The TA-TPV will use various techniques of data collection, such as documentary and data analysis, questionnaires, interviews and focus group discussions. It is the responsibility of the Partnership Team to facilitate all contacts between the TA-TPV and the PA parties, as well as all data-gathering exercises.
- The TA-TPV will prepare an evaluation report. The PIU will confirm in writing that the evaluation report satisfies the contractual ToRs. It will not do so until, as a necessary but not sufficient condition, it has received a written opinion from the Association that the evaluation is satisfactory. The P-TEVTA Board will discuss the findings and recommendations of the evaluation, and a copy of the signed minutes of the meeting at which the report was discussed will be provided to the PIU as part of the DLI 2018 target verification process.

Section 2.4.3: Management arrangements: roles and responsibilities of key players

Agency/ institution/ post	Roles and responsibilities
P-TEVTA	<p><u>COO</u> Responsible for ensuring that component results are achieved. Oversees work of Partnership Team and component activities, and ensures implementation is done on a smooth and timely basis. Endorses (or not) decisions of the Evaluation Committee on PA funding applications</p> <p><u>Partnership Team</u></p> <ul style="list-style-type: none"> ● developing the PF ● conducting outreach activities and providing TA to industry, including to industry associations, and to training providers with the aim to facilitate the identification of potential partnerships, and the development and signing of PAs ● supporting PA implementation and monitoring, and, if needed, facilitating the provision of TA to support PA implementation ● monitoring, evaluating and reporting on PA implementation and results. ● communications strategy development and implementation ● gathering evidence for DLI targets achievement (pertaining to development of PF and signed PAs) ● finalizes the application form and the scoring scheme to evaluate funding applications <p><u>Funding Evaluation Committee</u></p> <ul style="list-style-type: none"> ● evaluates applications by PA parties for PA funding, and submits decision to COO for endorsement <p><u>DBOM/ICM</u></p> <ul style="list-style-type: none"> ● identifying potential partnerships, and facilitating the development, implementation and monitoring of PAs
PIU	Contracts and supervises all TA hired to support implementation of and monitor/evaluate DLI4-related activities

	Facilitates coordination between agencies involved in achieving DLI4 targets Aligns partnerships-related activities with activities/work of other sub-components Monitors and reports on activity implementation and progress towards targets. (See also chapter on Component Two)
TA-DLI4	<ul style="list-style-type: none"> • general support for implementation and monitoring • development of Partnership Framework • facilitating identification of potential parties to PAs, as well as facilitating agreements about parties about PA content, contributions and implementation arrangements • support to the parties of particular PAs; in this case, the nature of the TA’s task will depend on the requirements of the party. Examples of such TA might include curriculum development or training on specialized equipment. • development of Partnerships Sustainability Plan
TA-TPV	<ul style="list-style-type: none"> • 2018 evaluation of PAs signed during 2015-17, in partial satisfaction of DLI target for 2018 • (TA will conduct an evaluation in 2020, but this will not be used for verification of a disbursement-related target)

Section 2.4.4: Implementation of activities

Overall implementation arrangements

A team of P-TEVTA staff (‘Partnership Team’) of not less than three persons will be established under the direction of the COO. The Team will be supported by technical assistance hired using Component Two funds, which can also be used to cover some operational costs (not otherwise covered by the P-TEVTA budget) of the Team incurred in the execution of Team duties (e.g. costs incurred for communications, stationery, setting up and conducting meetings/consultations, and for undertaking field missions). The Partnership Team is responsible for:

- developing the PF
- conducting outreach activities and providing TA to industry, including to industry associations, and to training providers with the aim to facilitate the identification of potential partnerships, and the development and signing of PAs
- developing and implementing a communications strategy pertaining to component activities, with a view to informing potential PA parties about the PF and PAs
- supporting PA implementation and monitoring, and, if needed, facilitating the provision of TA to support PA implementation
- monitoring, evaluating and reporting on PA implementation and results.

The Partnership Team will report directly to the Chief Operating Officer of P-TEVTA, who will be responsible for overall implementation and reporting on this sub-component and its DLI targets. The Partnership Team will coordinate its work with relevant departments/units of P-TEVTA that are also involved with the industry relations, including the Apprenticeship Cell and the Research and Development Cell of the Academics Department. The PIU will coordinate its work with the PIU to ensure that activities of this sub-component are aligned with the activities in other sub-components. The Partnership Team will prepare an overall implementation plan of component activities, as well as a detailed plan for Years One and Two, within three months of Project effectiveness. The detailed plans will be updated on a quarterly basis and cover two years.

As some PAs will be between P-TEVTA training institutions and industry, the District Boards of Management (DBOM) and Institutional Management Committees (IMC) may play a role in identifying potential partnerships, and facilitating the development, implementation and monitoring of PAs. They may also be parties to a PA. The Partnership Framework will amplify the potential roles that the DBOMs and IMCs may play in a PA.

Different TA will be hired to assist the Partnership Team with different tasks, including for:

- general support for implementation and monitoring
- development of Partnership Framework
- facilitating identification of potential parties to PAs, as well as facilitating agreements about parties about PA content, contributions and implementation arrangements
- support to the parties of particular PAs; in this case, the nature of the TA's task will depend on the requirements of the party. Examples of such TA might include curriculum development or training on specialized equipment.
- development of Partnerships Sustainability Plan.

The main activities to be implemented are:

- Elaborate the Partnership Framework
- Develop Partnership Agreements, and support and monitor their implementation
- Evaluate Partnership Agreements
- Develop Sustainability Plan

These are amplified below.

Elaboration of Partnership Framework

The Partnership Framework will be developed in order to guide the development and implementation of individual Partnership Agreements (PAs). The PF will include: (i) a statement of the objectives of partnerships and a definition of what constitutes a partnership; (ii) the parties that are eligible to engage in a PA; (iii) the potential scope of activities that can be supported through PAs; (iv) the minimum contributions of parties including cost sharing; (v) the range of expected outcomes; (vi) the legal requirements and characteristics of a PA; (vii) the arrangements for monitoring and reporting on the PA ; and (viii) a template for drafting a PA. The PF will clearly state what elements must be in a PA in order for it to qualify as meeting a DLI target.

Further details on the indicative contents of the Partnership Framework are provided in Annex One. These will be taken into account during its development, and the Annex will be replaced by the PF once it is approved by the P-TEVTA Board and found acceptable to the Association. As the purpose of the PF is to provide the parameters for designing and implementing PAs, it will be drafted to ensure sufficient flexibility to allow parties in different circumstances to nonetheless draft terms enabling an agreement reflecting their particular needs and abilities to contribute to the agreement. Therefore the PF will not be written in a rigid and prescriptive manner that prescribes one model only of cooperation between training providers and industry.

The PF will be drafted by TA working in close collaboration with the Partnership Team. During its elaboration, the Partnership Team and TA will consult with representatives of industry about PF design, and take into account comments received. This will constitute endorsement of the PF by industry. The Partnership Team will keep a record of consultations and advice received, and document in what way these are reflected in the design of the PF. The record of consultations and advice received may be minutes of meetings, a written report on the discussions by a member of the Partnership Team or the TA supporting the Team, or other equivalent written record. The consultation with industry representatives must include representation from all the priority sectors identified above. Consultation can be done at one or several sessions. The Partnership Team will also prepare a grid of the main points of advice and recommendation received during industry consultations, and indicate if the point is reflected in the PF; if it is not reflected, a brief justification will be provided as to why not. It is the responsibility of the Partnership Team to preserve the written records of industry consultations and the aforementioned grid document, as they will be consulted during the DLI target verification process in Year One of the Project.

The PF will be formally approved by approved by the Chairman P-TEVTA and shared with Board of P-TEVTA for information and endorsement. The PF must be acceptable to the Association.

The PF will be revised subsequent to the 2018 and 2020 evaluations, as needed. The Partnership Team will prepare a report explaining how the PF was revised subsequent to the 2018 evaluation.

Development and implementation of Partnership Agreements

The Partnership Team (with TA support) will work to identify potential partners for a PA. This may include field trips and research to identify areas (geographic and trades) where skills gaps and training institutions are co-located, and proactively putting together training providers and industry representatives to brainstorm possible solutions. The focus will initially be on identifying P-TEVTA training institutions as partners, but private training providers are also eligible and will be considered by the Partnership Team.

The Partnership Team will develop and implement a communications strategy to inform training providers across the province about the PF and PAs, how to contact the Team, the advantages of a PA, how one organizes the design and approval of a PA, and how the Team can support all stages of PA development and implementation.

Once the partners are identified and agree in principle to develop a PA, the Partnership Team will support the partners to work out the terms of the agreement and to draft the PA.

The PAs will be designed in accordance with the PF. Therefore it will include the elements stipulated in the PF, such as the identification of the parties; the objective of the PA; the duration of the agreement; the activities to be undertaken and their timing; the contributions of each party and their timing; the estimated costs and budget of implementing the PA, and the sources of funds; the targeted outcomes with indicators; and the monitoring, evaluation and reporting arrangements. Among the monitoring and evaluation arrangements will be obligations to

measure *inter alia*: the numbers of students enrolled in courses covered by the PA; the number of pass-outs from those courses; and the employment rate of students who benefited from the PA, six months after graduation or completing the course. The employment rate tracking will exclude any persons who were already employed at the start of the PA, e.g. if the PA also covers the upgrading of skills of employees at a participating factory.

An indicative outline of a PA is provided in Annex Two. The design of PAs will be modified subsequent to the 2018 evaluation, as needed. It is the responsibility of the Partnership Team to identify the modifications needed and ensure they are implemented; the PIU is responsible to check that the modifications process is undertaken. The Partnership Team will prepare a report explaining how the PAs design was revised subsequent to the 2018 evaluation.

Once signed, the PA will be a legally binding contract between the parties. Only legal entities can be party to a PA. The Partnership Team will not proceed to the signature stage until it has been advised in writing that the PA is satisfactory to the Association. The legal terms of the PA will include language indicating that the PA has no legal force under the project if the PA does not have appended to it a signed document (considered to be an integral part of the PA) from the Association indicating the PA to be satisfactory.

It is expected that PAs will focus on training programs relevant to the priority economic sectors identified in the Growth Strategy (also targeted under DLI5), viz. textiles and garments, light engineering, auto parts, surgical instruments, cutlery, agricultural implants, pumps, sports and fans, construction, pharmaceuticals and food processing. Prior to Project effectiveness, it is also expected that P-TEVTA will (through its Partnership Team) have worked to confirm which of these sectors are most likely to yield PAs, particularly during the first 1-2 years of the Project.

Once signed, the parties are responsible for implementing the PA as per the terms of the agreement. The Partnership Team (with TA support) will also regularly monitor the PA implementation, and will provide quarterly written reports to the P-TEVTA Board on progress of each PA during its period of implementation.

Technical assistance to support PA implementation. The PA may include a contribution of technical assistance funded by Component Two of the project. It is the responsibility of the Partnership Team to work out the terms of reference of any such TA with the PA parties, and to recommend it as a contribution of the project in the PA; the decision to include the TA will be made jointly by the P-TEVTA COO and Head of PIU. The Partnership Team will liaise closely with the PIU, which will be responsible for contracting the TA. Such TA will be considered only for those PAs that require a substantive input of technical expertise that the PA parties cannot themselves provide. The expertise must be related to the technical content of the training covered by the PA. The ToRs of the TA must be acceptable to the Association.

Criteria and mechanism for allocating funding. The Government of Punjab can contribute funds to a PA. In the case of a PA between a public TP and industry, the amount of funding can be up to the equivalent of USD 20,000 per training institute party to the PA per year the PA is active. Similarly, in the case of a PA between a private-sector TP and industry, the annual maximum amount is USD 20,000 per training institute that is party to the PA.

In order to access the funds, the parties to the PA must submit an application for funding. The application form will be designed by the Partnership Team and included in this Operations Manual within six months of project effectiveness. The application will include:

- An advanced draft of the PA, ready for signature
- The amount being applied for
- A detailed budget of how the funds will be spent
- An explanation of how and to what extent the funds are necessary to the achievement of the PA objective (s)

The application will be submitted to a Funding Evaluation Committee made up of the GM (Operations), the GM (Finance), and the Manager (Legal). The committee will evaluate the application using the following criteria:

- The completeness of the application, including the PA. Any application that is incomplete or has an incomplete PA attached will be rejected without further consideration, and only reconsidered upon its completion.
- The quality of the PA. The following dimensions will be scored:
 - The trades targeted. A higher score will be given to those that are relevant to a priority sector than to those that are not.
 - Objective(s) and target(s). PAs with higher student throughput will receive higher scores.
 - Contributions of the PA parties. PAs that have substantial party contributions will receive higher scores.
 - The extent to which the requested funding is instrumental to achieving the PA objective(s). Applications that demonstrate that the funding is essential to the success of the PA will receive a higher score.
 - The quality of the monitoring arrangements proposed. PAs that have arrangements that are well designed will receive a higher score.

The Partnership Team will elaborate and quantify the scoring scheme, including evaluative criteria for determining the scores and a minimum score threshold that must be obtained in order to receive funding, within six months of project effectiveness, and it will be included in this Operations Manual. The scoring scheme will be made available to all potential applicants.

Clear guidance will also be made available to all potential applicants on the financial management and procurement rules and regulations that must be followed by the PA parties in the event they are granted funds. It will also state remedies of the Government in the event funds are found not to have been used according to the stipulated rules and regulations.

A decision will be made by the evaluation committee on whether the funds will be allocated within four weeks of the formal submission of the application of funding. The decision must be endorsed by the Chief Operating Officer (COO), P-TEVTA. In the event that a majority of committee members cannot agree that the application's score has achieved the minimum threshold, the application will be rejected with a written explanation for the rejection. The explanation will also indicate if the committee would consider a revised application; in this case,

the committee will provide guidance on required revisions. The application may then be revised by the PA parties and resubmitted within four weeks.

Evaluation of Partnership Agreements

An evaluation will be undertaken in 2018 and 2020. The scope of these evaluations is discussed in ‘Section 2.4.2 DLI4 protocols’ and ‘Section 2.4.5 Monitoring and evaluation framework.’

Development of Partnerships Sustainability Plan

In the final year of the project, TA will be contracted (using Component Two funds) to support the Partnership Team to develop a Partnerships Sustainability Plan. The TA and Partnership Team will:

- Review the experience of the project PAs, by consulting with stakeholders and analyzing relevant documents including the 2018 and, if available, 2020 evaluations
- Draft a plan for making the creation and implementation of PAs a regular feature of the training environment

Section 2.4.5 Monitoring and evaluation framework

Monitoring of and reporting on the implementation of all component activities is the responsibility of the Partnership Team. The P-TEVTA COO will assign one member of the Partnership Team as being the person responsible for monitoring and evaluation. This person will provide quarterly reports on sub-component implementation. The report will include:

- The status of the PF and all PAs under consideration, development or implementation. With respect to active PAs, the report will include information on its implementation and progress towards targets.
- An assessment of the extent to which the sub-component’s planned activities are on track, an analysis of reasons for any activities being behind schedule or facing constraints, and proposed solutions/remedies to get things back on track and lift constraints.

The Partnership Team will also provide the status of the following indicators, as at March 31st of each year:

- Number of partnership agreements signed.
- Number of students benefited from industry partnership agreement. Number of students benefiting from the partnership agreement is equivalent to number of students enrolled in trades/courses which are covered by the partnership agreement. The data are to be sourced from the parties of the PA, as per the M&E arrangements included in the PA.
- Employment rate of graduates benefited from industry partnership agreement (after 6 months). The employment rate of graduates will be monitored only for the graduates who participated in the pre-employment training, excluding graduates who participate in partnerships agreements related to skills-upgrading programs for existing workers. The data are to be sourced from the parties of the PA, as per the M&E arrangements included in the PA.

The PIU will be responsible for providing the status of the following indicator, in the first and final years of the project:

- Employer satisfaction with graduates from programs which benefitted from Partnership Agreements. The source will be a study undertaken by an independent TA. The PIU will be responsible for contracting out the employer satisfaction survey with TORs agreeable to the Association.

Technical assistance will be hired to conduct an independent evaluation of the PAs in 2018 (covering all PAs signed prior to 2018) and 2020 (covering all PAs signed during the project). The evaluation in 2018 is part of the 2018 DLI target, as explained in ‘Section 2.4.2 DLI4 Protocols.’ The 2020 exercise will evaluate all aspects of the PA along the same lines as in 2018. Further detail on what must be covered by the 2020 evaluation can be found in Section 2.4.2. The TA for the evaluations will be contracted by the PIU with ToRs acceptable to the Association.

Annex 1 Partnership Framework – Indicative Outline of Content

Definition and objectives of partnerships

- Partnerships are defined as a legally binding agreement between - on the one hand – an entity that is part of or representing private firm(s) and – on the other hand – a training provider or group of training providers. The agreement spells out agreed actions and inputs of both parties, including among others timelines, expected results, and monitoring arrangements.
- The objectives of a partnership is to improve the relevance and quality of training provision to better serve the labor and skill needs of the private sector, through an effective collaboration between the private sector and (a) training provider(s).

Eligible parties to partnerships

- Private sector: a legal entity which represents a group of firms (e.g. industry association) or an individual firm.
- Training provider: a public or private training provider, registered with TEVTA

Potential scope and minimum requirements for partnerships

- A partnership generally requires material and/or immaterial inputs from *both* signatory parties, *over and above* what is provided prior to the conclusion of the partnership agreement.
- The below table may be considered as inputs to the agreement. Other inputs may be proposed and considered.
- [The Partnership Framework should provide details of each of these potential inputs, including definitions and any criteria for their inclusion in the partnership agreement.]
- [The Partnership Framework may include minimum criteria for a partnership to be concluded, e.g. in terms of minimum inputs that are to be provided by either parties, minimum results/outcomes that can realistically be expected to be achieved through implementation of the partnership, and/or minimum duration. In particular, Partnership Framework should describe potential inputs from TEVTA to participating training providers, e.g. extra training, trainers, extra equipment, possible refurbishment, relinquishing of management mandate to industry association, etc. A distinction should be made between TEVTA contributions for partnerships with public providers and those with private providers.

Table 1.1: Examples of inputs provided as part of a partnership agreement

Industry Association*	Training provider
<p><i>Technical Expertise:</i></p> <ul style="list-style-type: none"> • Training of trainers • Trainers of students • Expanded internships <p><i>Practical:</i></p> <ul style="list-style-type: none"> • Use of factory for practical training <p><i>Goods and infrastructure:</i></p> <ul style="list-style-type: none"> • Additional equipment / material 	<p><i>Teachers:</i></p> <ul style="list-style-type: none"> • Train trainers • Add / transfer trainers <p><i>Programs:</i></p> <ul style="list-style-type: none"> • Introduce revised curricula • Introduce new courses <p><i>Goods and infrastructure:</i></p> <ul style="list-style-type: none"> • Additional equipment / material

<p><i>Management:</i> Take on management of training institution</p>	<p><i>Management:</i></p> <ul style="list-style-type: none"> • Long term lease of premises • Transfer mandate for teacher transfers and other management responsibility to private sector partner
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* Or other private sector representative of firm

Legal

- [The Partnership Framework should describe the legal aspects of the partnership arrangement, including remedies in case of dispute.]

Implementation arrangements, monitoring and reporting

- TEVTA is responsible for facilitation of partnerships with substantial [to be defined] input from private sector representatives
- [The Partnership Framework should describe how priority economic sectors, industry associations, and providers will be selected for partnership facilitation, including mentioning of private sector consultations]
- [Partnership Framework should describe partners' and TEVTA's responsibilities in terms of monitoring and reporting.]

Template

- This section will include the template of a Partnership Agreement, including any standard text that will be common to all PAs.

Annex 2 Partnership Agreement – Indicative outline of content

In addition to other elements that are required in the appropriate type of legal contract between the two parties, the partnership agreement should include:

1. Formal identification of legal entities that are party of the contract
2. Objectives
3. Start and end date of agreement
4. Detailed description of inputs to be provided by each party, including timing of input provision
5. Expected results/outcomes
6. Monitoring and evaluation indicators and processes, including baselines
7. Reporting requirements to TEVTA

Section 2.5. Component 1.5: Increasing supply of skilled workers in market-relevant trades

Section 2.5.1 Introduction

The Government of Punjab (GoPunjab) aims to increase the level of enrolment in technical and vocational training in market relevant courses that produce skills needed in the priority economic sectors identified in the Growth Strategy. To achieve 8 percent annual growth goal by 2018, the GoPunjab estimates the need for creating two million skilled workers by 2018, representing an annual average of 500,000 graduates – a highly ambitious target. Given that there is enough social demand, this will require more than doubling of the annual number of graduates, which in 2013 is estimated at 164,000²⁴.

The Growth Strategy indicates several ways to increase the annual output of Training Providers (TPs) including through efficiency measures and adding capacity. For instance, many training institutes, whether in the public or private sector, do not operate at capacity; increasing class sizes and adding on a second shift, with existing staff and premises, would allow a significant increase in enrolment. Further, the GoPunjab plans to increase the total number of trainers from roughly 7,500 to 12,500 over the next five years. However, the main constraint on increasing the number of skilled graduates is the recurrent financing required for covering tuition, teaching-learning materials and other students' costs. The funds provided from the government budget and existing donor commitments do not cover all requirements

This DLI of the Punjab Skills Development Project (PSDP) would support the GoPunjab to achieve its target of increased number of workers trained in identified priority sectors. Specifically, the DLI would support subcomponent 1.5 of the Project on *Increasing supply of skilled workers in market-relevant trades*. The objective of this subcomponent is to increase the numbers of skilled and certified workers in priority trades identified in the Growth strategy through a competitive training fund. These priority trades include: textile & garments, light engineering, auto parts, surgical, cutlery, agricultural implants, pumps, sports and fans, construction, pharmaceutical and food processing.

In total, this sub-component would ensure the training of 50,000 workers across Punjab, at least 18% of which will be female. However, PSDF is encouraged to enroll more number of females as the project moves forward. Moreover, pro poor targeting would be done in two ways, (i) during selection, those TPs applying for funds under the competitive scheme will receive a higher score for having outreach mechanisms for the poor who meet course entry requirements; and, (ii) from the pool of applicants who do meet the minimum entry requirements, TPs will be required to give preference to individuals with demonstrable poor socio-economic conditions in selected trades, possibly using the National Socio-Economic Registry (See Annex III) or other

²⁴ Skills chapter from the Punjab Growth Strategy based on Labor Force Survey (LFS) 2012/13 numbers

suitable mechanisms. Due to time constraints to set up the system, the strategy to operationalize pro-poor targeting would be defined during the first year of implementation of this DLI.

The training fund would be administered by the Punjab Skills Development Fund (PSDF) which would select providers on a competitive basis through two windows, public and private. PSDF is a Not-for-profit company set up in collaboration with UK Department for International Development (DFID) and GoPunjab to channel funds to public, private, and not-for-profit Training Providers (TPs) on a transparent and competitive basis to provide short-term vocational training (and up-skilling the low-skilled) to the poor and vulnerable. While PSDF originally targeted 4 of the poorest districts in South Punjab, it is now operational in 14 districts with plans to expand across the province in 2015. The Fund provides resources to help TPs develop and offer high quality vocational training courses. Through its multiple interventions, PSDF also focuses on establishing a training market which responds to the training needs of individuals and various industrial sectors.

Section 2.5.2 DLI Targets as per Project Appraisal Document (PAD)

The targets for this DLI as specified in the Project Appraisal Document (PAD) are outlined below. A disbursement of USD 2 million will be made each year against the successful achievement of the targets.

Disbursement Linked Indicator (DLI)	Baseline (FY 2015)	Target Values for FY 2016	Target Values for FY 2017	Target Values for FY 2018	Target Values for FY 2019	Target Values for FY 2020
DLI 5: Increase access in market relevant trades offered by public and private sector training providers	23,152 students enrolled, and 18,522 students passed out in market relevant trades offered by public and private training sector provide	At least 5,000 additional students (5,000 cumulative) enrolled, and at least 4,000 additional students passed out (4,000 cumulative) in market relevant trades (March disbursement)	At least 8,000 additional students (13,000 cumulative) enrolled, and at least 6,400 students passed out (10,400 cumulative) in market relevant trades (March disbursement)	At least 10,000 additional students (23,000 cumulative) enrolled, and at least 8,000 students passed out (18,400 cumulative) in market relevant trades (March disbursement)	At least 13,000 additional students (36,000 cumulative) enrolled, and at least 10,400 students passed out (28,800 cumulative) in market relevant trades	At least 14,000 additional students (50,000 cumulative) enrolled, and at least 11,200 students passed out (40,000 cumulative) in market relevant trades

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<i>Evidence/Protocol</i>	<ul style="list-style-type: none"> • The funds for this DLI will be administered by the PSDF. • Private and public training providers will compete under this scheme under two separate windows (one for public sector training providers, and one for private sector training providers). • Enrollment defined as total number of students enrolled in market relevant trades provided by private and public which are competitively selected by the PSDF under this scheme. • Pass-outs are defined as those who received certificate after completion of training. • Market relevant trades are defined as ones which are relevant for the priority sectors identified in the Punjab Growth Strategy and include those trades identified by PSDF as being relevant to the priority trades based on analytical work conducted in consultation with all stakeholders and approved by the PSDF Board. • At least 18% of all trained will be Female. • Evidence includes data provided by PSDF from its MIS and signed by CEO (including annual third party validation reports) 					

The status of achieving the DLI targets in any given fiscal year must be reported (along with supporting evidence) by April 15th of that fiscal year so as to enable disbursement during April/May. The deadline for reporting on targets and providing evidence may change in any given year subsequent to written agreement between the International Development Association ('the Association'), the PIU and PSDF. However, it is advisable that the deadline not be delayed such that the verification cannot be done on a timely basis to enable disbursement before the end of the fiscal year. A report on the status of achieving the DLI targets for a given year may be submitted after the deadline; the Association will then discuss with the GoPunjab disbursement against that target at the earliest opportunity. The report on results must be acceptable to the Association.

Results Indicators under DLI 5	Definitions
Percentage of graduates employed 6 months after completing training in market-relevant courses	Market-relevant trades are the trades which are used in the following growth sectors as defined in the growth strategy: textile & garments, light engineering, auto parts, surgical, cutlery, agricultural implants, pumps, sports and fans, construction, pharmaceutical and food processing, and such other sectors as may be deemed appropriate by PSDF Board of Directors in consultation with the Association. PSDF has conducted sector studies for garments and construction, and is currently doing study on light engineering. The WB will help to conduct a sector study on ICT. In addition to growth sectors, PSDF has also conducted study on logistics sector, and is undertaking several other studies i.e automotive,

	<p>furniture etc.</p> <p>Employed graduates are defined as graduates who are involved in the following income generating activities – wage employment, self-employment, working in family business, or daily labor. Percentage of graduates is calculated as ratio of students who are employed 6 month after completing training to students who graduated.</p> <p>The baseline is based on PSDF tracer study of Skills for Jobs 2012 scheme. The tracer study has been conducted for male graduates. Another tracer study for female graduates is being implemented and is expected to be finished by March 2014. The baseline will be updated then.</p> <p>To monitor this indicator two tracer studies (for men and women separately) will be conducted during the project cycle – in year 3 and year 5. PSDF will be responsible for contracting out the tracer study with TORs agreeable to the Association.</p>
<p>Number of students passed out from market relevant courses</p>	<p>Pass-outs are defined as students who received a certificate upon completion of training from a training provider which received funds from the PSDF under this project. Certificates could be issued by TTB, PBTE (or single testing authority once it's formed), PVTC, NTB, Universities or other recognized testing agencies. Market relevant trades are defined as those which are relevant for the priority sectors identified in Punjab Growth Strategy (e.g. apparel, textile, light engineering, and construction). PSDF sector studies will be used to define market relevant trades.</p> <p>Data to monitor this indicator will be provided by PSDF from its Management Information System (MIS) signed by CEO and third party validation reports by the third part monitoring firm.</p>
<p>Number of students enrolled in market relevant courses</p>	<p>Enrollment is defined as total number of new students enrolled in a course provided by a training provider which receives funds from the PSDF under this project. Market relevant trades are defined as those which are relevant for the priority sectors identified in Punjab Growth Strategy (e.g. apparel, textile, light engineering, and construction). PSDF sector studies will be used to define market relevant trades.</p> <p>Data to monitor this indicator will be provided by PSDF</p>

from its Management Information System (MIS) signed by CEO and third party validation reports by the third part monitoring firm.

Section 2.5.3 Cost Breakdown

Cost break-down for achieving the yearly DLI targets is as follows:

	Year 1	Year 2	Year 3	Year 4	Year 5	Totals	Description
Number of students	5,000	8,000	10,000	13,000	14,000	50,000	Total Number of Trainees to be trained in 5 years
Cost per month per trainee, Rs	7,000	7,350	7,718	8,103	8,509		5% Increase in cost of current year as compared to the previous year, over the period of 5 years due to inflation
Stipend per month, Rs (exclusive of tax)	1,500	1,500	1,500	1,500	1,500		Remains the same
Stipend distribution cost, Rs	3.00%	3.15%	3.31%	3.47%	3.65%		5% Increase in cost of current year as compared to the previous year, over the period of 5 years due to inflation
Average months per student/year	5	5	5	5	5		Average Months Per Trainee
Total per month in year 1	8,545	8,897	9,267	9,655	10,063		Total cost per trainee in 1 year/Completion of Training
Total cost per student/year, Rs	42,725	44,486	46,336	48,277	50,316		Adjustment in the current cost per trainee per year due to inflation
Uniform and Bag Cost (exclusive of tax)	1,600	1,600	1,600	1,600	1,600		One time cost and remains the same
Certification Fee (One Time Cost)	4,000	4,200	4,410	4,631	4,862		5% Increase in cost of current year as compared to the previous year, over the period of 5 years due to inflation
Total Overall per Trainee cost/year	48,325	50,286	52,346	54,508	56,778		Total overall cost including 1 time certification cost increasing by 5% every year
Total Scheme cost, Rs	241,625,000	402,290,000	523,455,625	708,601,928	794,895,257	2,670,867,810	Total scheme cost to be incurred on trainees
M&E costs, Rs	4,832,500	8,045,800	10,469,113	14,172,039	15,897,905	53,417,356	2 % Monitoring cost on the total scheme cost of the current year, increasing by 5% every year – this as accounted for since 5% increase is included in the cost per trainee
Advertisement Cost	2,416,250	4,022,900	5,234,556	7,086,019	7,948,953	26,708,678	1 % Advertisement cost on the total scheme cost of the current year, increasing by 5% every year– this as accounted for since 5% increase is included in the cost per trainee
Boarding & Lodging	24,162,500	40,229,000	52,345,563	70,860,193	79,489,526	267,086,781	10% Boarding and Lodging Cost on the total scheme cost of the current year, increasing by 5% every year – this as accounted for since 5% increase is included in the cost per trainee
PSDF Service Charges	20,477,719	34,094,078	44,362,864	60,054,013	67,367,373	226,356,047	7.5 % of the total cost
Total cost, Rs	293,513,969	488,681,778	635,867,720	860,774,192	965,599,014	3,244,436,673	Total Cost per year in PKR
Total cost, USD	2,935,140	4,886,818	6,358,677	8,607,742	9,655,990	32,444,367	Total Cost per year in USD

The above mentioned costs are estimates and subject to change on the basis of bid and offer prices by training providers in different trades.

Section 2.5.4 Identification of relevant trades in priority sectors

Market-relevant trades are the trades which are used in the following priority sectors as defined in the Punjab Growth Strategy: textile & garments, light engineering, auto parts, surgical, cutlery, agricultural implants, pumps, sports and fans, construction, pharmaceutical and food processing.

PSDF has conducted sector studies for garments, and construction, and is currently doing studies on light engineering (auto parts), and food processing. These studies entail a skills needs assessment in the respective sectors through a consultative process. Detailed focus group discussions and employer surveys have been conducted to identify priority trades and skills needs within each sector. Other stakeholders including industry associations, trainees, training institutes and councils were also consulted. The findings of the study were used by PSDF to finalize the priority trades for each sector. As these identified trades have been validated by the Industry through the analytical work, they will be used as basis for the trainings under this DLI. The World Bank will help PSDF to conduct a study on ICT to identify applications of ICT under the priority sectors. In addition to priority sectors, PSDF is also undertaking study on furniture. The rest of the sectors: pumps, surgical, cutlery sports and fans, pharmaceutical processing and agriculture implants are very specific and entail lesser number of trades. PSDF will conduct shorter studies with the industry, associations and training councils to identify market relevant trades under these sectors.

The on-going analytical work needs to be completed by Project effectiveness so that the identified trades are approved by the Association and PSDF. Allocation of trainees to each priority sector will be done by the PSDF, in agreement to all stakeholders based on the following criteria:

1. Contribution of the sector towards GDP;
2. Growth rate of the sector; and
3. Employment contribution of the sector.

Based on the changing industry demands, trades under priority sectors may be revised during the Project by PSDF, in agreement to all stakeholders.

Section 2.5.5 Private and Public Window

The contracting of TPs would be administered by the PSDF, which would select providers on a competitive basis through two windows, public and private. There will be no separate quota for public training providers.

Within each window, the training provider for any given course would be competitively selected on a cost and quality basis once the provider has met certain screening criteria. However, in the first phase both public and private TPs apply under one pool. Once they are ranked according to

a quality and cost based criteria²⁵, they are separated into two different categories. This is done because public training providers have low capital costs due to subsidies by the government, making it difficult for private providers to compete with them on cost.

The public training providers eligible to compete would include the Punjab Technical Education and Vocational Training Agency (P-TEVTA), the Punjab Vocational Training Council (PVTC), and any other public-sector training provider. Public universities in Punjab also serve as Training Providers (fee charging) usually in specific specialized trades and would be eligible to bid for training funds as part of the public sector window. *Specifically, any institution that receives a regular budgetary allocation from the government on an annual basis will be considered public.*

In the private window, all private, Public-Private Partnerships and not-for-profit training providers would be eligible to compete.

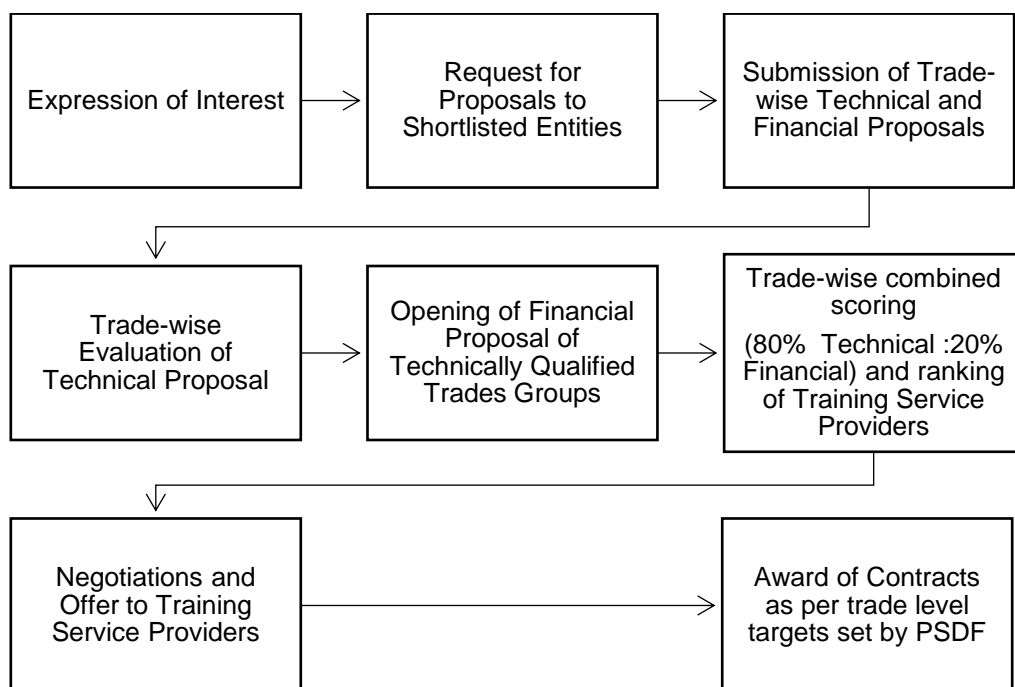
All Training Service Providers must fulfill or agree to below mentioned eligibility conditions:

- i. Must be registered with any Government authority or regulatory body.
- ii. Must have valid National Tax Number (NTN) / Free Tax Number (FTN) in name of the entity/organization .
- iii. Must have audited financial statement for last one year issued by an Institute of Chartered Accountant of Pakistan (ICAP) Licensed Chartered Accountant comprising of following essentially required documents.
 - Audit Report
 - Balance Sheet
 - Income Statement
 - Cash Flow Statement(Public/Government institutions have exemption of this condition).
- iv. Must agree to open a separate bank account for funds provided by PSDF.
- v. Must agree to allow PSDF assigned auditors to check the accounts opened for PSDF funding, as and when required. Must not be blacklisted by any organization or faced contract cancellation or withholding of funds for contractual violations by PSDF in previous training products.
- vi. Must agree for monitoring by third party contracted by PSDF.

Section 2.5.6 Selection of Training Providers

The procurement cycle will include the following:

²⁵ See section VI on selection of training providers for details on the criteria and selection within each pool Private or Public



A. Expression of Interest (EOI)

For each round of training, PSDF will advertise a request for Expression for Interest on its website and at least two national daily newspapers of wide circulation, one in English and one in Urdu. The expression of interest shall contain the following information:

- (i) The name, phone, email and address of the Fund;
- (ii) An appropriate description of the assignment providing scope of the intellectual and professional services required;
- (iii) Closing date and place of the submission of the expression of interest;
- (iv) Criteria for short listing or prequalification where required; and
- (v) Any other information that the procuring agency may deem appropriate to disseminate at this stage.

The Fund may decide the response time for receipt of bids or proposals but, in no circumstances, the response time shall be less than fifteen calendar days from the date of publication of advertisement or notice.

If a Training Provider wishes to form a consortium by engaging any organization, information relating to consortium partner shall be provided as specified in the EOI-Form. However number of consortium partners with any lead organization may be as determined by PSDF. The TP will not be allowed to change consortium partner mid-course.

Contract awarded to an organization along with its consortium partner will be of maximum 10% of the total persons to be trained in the priority trades under each scheme. Any exception to this rule will have to be approved by the PSDF board.

Training Service providers can apply in any one or multiple Trade Groups. However, testing/certification from an accredited body is an essential requirement of the scheme. PSDF has special arrangements with Punjab Board of Technical Education (PBTE) for testing and certification. Training Service Provider will submit documentary evidence of its testing arrangements at the time of technical proposal, if they are other than PBTE.

The following certification agencies other than PBTE will be accepted by PSDF: TTB, NTB, PVTC, registered universities, and international certifications by agencies legally authorized and accredited internationally. This will be subject to revision in Year 2 of the Project depending on the formation of Punjab Skills Agency.

The TPs once shortlisted and scored 80 or more score in EOI will not be required to submit the EOI again for next round of bidding. The shortlisted TP will only be required to submit the RFP along with the following documents (including but not limited to):

- a) Latest Income tax returns
- b) Latest audited Financial Statements
- c) Change in status of organization (if any)
- d) Change in Management
- e) Renewal of registration/affiliation /accreditation with testing body (if required)
- f) Any other information required for assessing the Request for Proposal

PSDF may require an already shortlisted TP to submit the EOI if its performance during contracted period remained unsatisfactory.

B. Shortlisting of Candidates and Request for Proposal (RFP)

An initial screening of the organizations is done through the evaluation of EOIs. PSDF would first do a completeness check and verify the documentary evidence for the following eligibility conditions:

- 1. Registration with any Government authority or regulatory body.
- 2. NTN/FTN in name of the entity/organization.
- 3. Audited financial statement for last one year issued by an ICAP Licensed Chartered Accountant comprising of following essentially required documents: Audit Report, Balance Sheet, Income Statement, and Cash Flow Statement. (Public/Government institutions have exemption of this condition).
- 4. Trainee certification arrangements.
- 5. Agreement to secure separate bank accounts for PSDF assignment.

All incomplete applications or applications without documentary evidence for the eligibility conditions will be rejected. PSDF would then shortlist applications from the remaining TPs based on competitive criteria which would include overall capacity of the organization to deliver. Detailed trade-wise quality of the TPs will be verified during the evaluation of the technical proposal submitted in response to the RFP.

Capacity of the organization to deliver includes the following items:

Evaluation Criteria	Weightage towards final score (%)
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Part A: Management Team Elements of evaluation will include:	20
A.1 Evaluation of the CVs of the trainers for relevant experience	
A.2 Evaluation of the CVs of the management team for relevant experience	
Part B: Past experience and Capacity of the TP to deliver trainings Elements of evaluation will include:	80
B.1: Number of people trained (sex disaggregated):	
B.2 Availability of facilities as per PSDF requirement	
B.3 Financial capacity: fixed assets, financial flow based on income statement, financial management capacity.	
B.4 Attached strategy to enroll trainees: selection process to meet the specified trainee targets and manage attendance at the specified level.	
B.5 Ability to monitor employment of trainees: placement officer, database etc.	

The evaluation criteria mentioned above may be customized as per the requirements of different trades, in consultation with the Association and approval of PSDF Board.

After the first year of implementation, the evaluation criteria may be redefined, in consultation with the Association and approval of PSDF Board, to cater for pro-poor targeting capacity of the TPs.

All entities scoring equal to or more than 65 (out of a total of 100) will be invited to submit a detailed technical and financial proposal through RFP. TPs may submit proposals for one or more Trade Groups for which the TP has been short listed as mentioned in the letter of invitation but there should be one Single Proposal for each Trade Group (comprising of separate technical and financial proposals). If TPs submit or participate through more than one proposal for a single Trade Group, such proposals shall be rejected. A pre-proposal capacity building session will be held by PSDF for all the shortlisted organization to explain the details required in the RFP.

TPs may request a clarification of any of the RFP documents up to a specified date before the proposal submission date. Any request for clarification must be sent in writing, or by email to the Fund's address indicated in the Data Sheet. The Fund will respond in writing or by email and will send written copies of the response (including an explanation of the query but without identifying the source of inquiry) to all shortlisted Service Providers.

At any time before the submission of Proposals, the Fund may amend the RFP by issuing an addendum in writing or by standard electronic means. The addendum shall be sent to all shortlisted TPs and will be binding on them.

TPs shall acknowledge receipt of all amendments. To give Service Providers reasonable time in which to take an amendment into account in their Proposals the PSDF may, if the amendment is substantial, extend the deadline for the submission of Proposals.

B. Proposal Evaluation – Technical and Financial

Both public and private TPs send in applications against the RFP under one pool. Once they are ranked according to a quality and cost based criteria outlined below, they are separated into two different categories. This is done because public training providers have low capital costs due to subsidies by the government, making it difficult for private providers to compete with them on cost. See section D on details of the selection of TPs under separate private and public window. From the time the Proposals are opened to the time the Agreement is awarded, the TP should not contact the Fund on any matter related to its Technical and/or Financial Proposal. Any effort by the TP to influence the Fund in the examination, evaluation, ranking of Proposals, and recommendation for award of Agreement may result in the rejection of the TP' Proposal. However the Fund may contact the TP for seeking clarification of any aspect of technical proposal or demand any missing information.

Evaluators of Technical Proposals shall have no access to the Financial Proposals until the technical evaluation is concluded.

Evaluation of Technical Proposals

The evaluation committee shall evaluate the Technical Proposals for each trade on the basis of their responsiveness to the information asked in this RFP, applying the evaluation criteria. Each responsive Proposal of a trade group will be given a technical score (S_t) and non-responsive bids be rejected. Minimum qualifying technical Score is 65%.

The technical proposals score (S_t) are evaluated according the following criteria:
Part A has a total of 80 marks and part B has a total of 20 marks. The evaluation criteria given below may be customized as per the requirements of different trades, in consultation with the Association and approval of the PSDF Board.

Evaluation Criteria	Weightage towards final Score
Part A: Quality of Training Elements of evaluation will include:	80 %
A.1: Trainee Employment Tracking: facilities are available for tracking the employment of trainees after six months of training; dedicated officer or database is available; or methodology to conduct employment tracking is attached.	
A.2 Placement Capacity of the Organization: job fairs, sharing trainee data with employers, established relationships with industry associations/employers, collection of information of current job opportunities for trainees.	
A.3 Past Experience of Training: sex disaggregated number of people trained, continuous experience of training, training manual attached with the application	
A.4 Availability of Equipment: percentage of facilities and equipment available as per PSDF requirement	
A.5 Training Certification: course is certified from accredited body or self-certified.	

A.6: Training Delivery: Training is delivered by the lead organization or consortium partner.	
Part B: Capacity of the Organization to Deliver Elements of evaluation will include:	20%
B.1: Implementation Team: relevant degree; level of qualification and number of years of experience	
B.2: Trainers: relevant degree, level of qualification and number of years of experience	

For relevant trades (priority sector specific), where there is traditionally higher proportion of female participation preference will be given to TPs with demonstrable evidence for a strategy to enroll female trainees, job placements, and past experience of training females.

After the first year of implementation, the evaluation criteria may be redefined to cater for pro-poor targeting capacity of the TPs in consultation with the Association. Similarly, employment rate may be formally included in the evaluation criteria of the TPs in Year 3 of the project taking into account the results of the tracer study, in consultation with the Association and approval of PSDF Board.

PSDF staff may also visit the training site during the technical evaluation phase to inspect facilities, equipment, location, capacity and other aspects of both the training sites and proposed hostel (if any). In addition, PSDF may make random check with past trainees, employer or verify other information provided in the technical proposal, if required. PSDF's assessment about the capacity shall be final.

After the technical evaluation is completed, the Fund shall inform the qualifying TPs about the status of their technical score for each trade group.

Financial Proposals

The financial bid will be based on training fee inclusive all expenditures. It will include the following but not limited to:

- (i) Trainers remuneration
- (ii) Consumables Training Materials
- (iii) Training Manual & Stationery required for training
- (iv) Management & Reporting costs
- (v) Depreciation / Rentals of Machinery and Equipment etc.
- (vi) Utilities & Miscellaneous items
- (vii) Post training support to trainees (On Job Training and on Job Placement) costs

Standard costs to be supported directly by PSDF include:

- (i) A stipend (exclusive of taxes) will be paid to the trainees @ Rs. 1,500 per month to day scholars and Rs. 3,000 per month to boarders. However, the PSDF Board of Directors may revise the rates.
- (ii) Testing Fee rates will be negotiated with the TPs depending on the Testing Authority and will be subject to approval by PSDF, if other than Punjab Board of Technical Education (PBTE). PSDF have special arrangements with PBTE and Testing fee is

paid directly to them. No testing and certification fee will be paid to such organization for the courses for which they will act as Training Provider as well as certification authority.

- (iii) Rs. 1,600 onetime Cost of uniforms and bags (exclusive of taxes). This amount will be paid to the service provider who will arrange uniform and bag of acceptable quality.
- (iv) Boarding and Lodging costs as per requirement.

TPs will be subject to local taxes (such as: value added or sales tax or income taxes, duties, fees, levies etc.) on amounts payable by the Fund under the Agreement. The financial bid costs should be exclusive of taxes as they will form the basis for evaluation. This is done as tax levied by the government is not standard across all provinces or organization which might give undue advantage to some institutions. However, the TPs should specify applicable taxes in the Financial Proposal, which will be discussed in agreement negotiations and applicable amounts will be added in the Agreement.

TPs should quote the price of their services in Pakistani Rupees. Commissions and gratuities, if any, paid or to be paid by TPs and related to the assignment will be listed in the Financial Proposal.

Financial Proposal of only qualifying technical proposal shall be opened. Financial Proposals shall be opened in the presence of the TPs' representatives who choose to attend.

PSDF will correct any computational errors. When correcting computational errors, in case of discrepancy between a partial amount and the total amount, or between word and figures, the formers will prevail. In addition to the above corrections, all activities and items described in the Technical Proposal but not priced, shall be assumed to be included in the prices of other activities or items.

The Financial Proposal (F_m) with the lowest cost per trainee per month (exclusive of taxes) will be given the maximum financial score (S_f) of 100 points and all other proposals will be marked accordingly.

$$S_f = 100 * \frac{\text{Lowest Price}}{\text{Price of Proposal Under Consideration}}$$

Final Score of a Proposal will be calculated combining technical (S_t) and financial (S_f) scores using the weights (T = the weight given to the Technical Proposal (80%); P = the weight given to the Financial Proposal (20%); T + P = 1) : $S = S_t * 0.8 + S_f * 0.2$.

C. Trade-wise Selection of TPs

TPs will be ranked based upon the combined technical and financial score. The organization scoring the highest combined score within a Trade Group will be selected and its price per training will be used as a reference price.

If the reference price is from a Public TP, all proposals are now separated into two categories, public and private. This is because capital costs for public TPs is generally much lower due to

subsidies by the government. Within the private window, its own reference price is established, using mechanism described above. Then subsequent selection is done separately, with public competing against public and private against private. However, if the reference price is from a private TP, then the subsequent selection is done with all bids together, public and private

The winning TP is awarded as many places as it submitted in its proposal depending upon verified training capacity or 10% of the total people to be trained under the scheme whichever is lower. If the TP securing the second highest combined score in the trade group is required to be selected to meet the target number of trainees, it will be offered the contract as follows:

- (i) Technical score is greater than the top scoring TP: It will be asked to lower the cost per trainee per month to a level so that the combined score equals the reference score. In case of refusal, the offer will be made to the third highest and so forth.
- (ii) Technical score is equal to or lower than the top scoring TP: It will be asked to lower the cost per trainee per month to a level of reference price in case the cost is higher than the top scorer otherwise the contract will be offered at the bid price. In case the second ranked organization refuses, the offer will be made to the third highest and so forth.
- (iii) The selection process will be continued till the target number of trainees in the trade group is met.

D. Negotiations – Technical and Financial

Technical Negotiations

Negotiations will include discussion of the Technical aspects of TP which may be related to Trades / courses, number of classes, training locations / institutes & number of trainees as per recommendations / decision of client and any suggestions made by the TPs to improve the Terms of Reference.

PSDF and TPs will finalize the Terms of Reference, trades, number of trainees, gender division of seats, locations of training, number of classes, staffing schedule, delivery schedule, logistics, and reporting²⁶. These documents will then be incorporated in the Agreement as “Description of Services”. Special attention will be paid to clearly defining the inputs and facilities required from PSDF to ensure satisfactory implementation of the assignment. The negotiation may also be through communication (letter or email) or in a meeting. In case of meeting, PSDF will prepare minutes of negotiations which will be signed by the Fund and relevant TP.

During negotiations the PSDF will seek written assurance that the Professional staff mentioned in the technical proposals will be actually available. PSDF will not consider substitutions during agreement negotiations unless both parties agree that undue delay in the selection process makes such substitution unavoidable or for reasons such as death or medical incapacity or other extenuating circumstances. If this is not the case and if it is established that Professional staff were offered in the proposal without confirming their availability, the TP may be disqualified and next TP with highest score will be invited. Any proposed substitution shall be agreed beforehand and must have equivalent or better qualifications and experience than the original

²⁶ Number of Poor as defined by the NSER may be included at a later stage

candidate and be submitted by the TP within the period of time specified in the letter of invitation to negotiate.

Financial Negotiations

If applicable, it is the responsibility of the TP, before starting financial negotiations, to determine the tax amount to be paid by the TP under the Agreement.

The financial negotiations will be for the changes in cost of the services as a result of agreed technical modifications and/or reduction in cost as per the criteria mentioned above. Financial negotiations can also be for the purpose of reduction in bidding cost if the bid rate/s exceeds the maximum rate/s acceptable, if any fixed by PSDF Board of Directors.

Negotiations will conclude with a review of the draft Agreement. To complete negotiations the Fund and the TPs will initial the agreed Agreement. If negotiations fail, the Fund will invite next TP with the highest score to negotiate an Agreement.

E. Conflict of Interest

PSDF should ensure that TPs supply professional services at all times; strictly avoid conflict with other assignments or their own corporate interests; and act without any consideration for future work.

TPs and any of their consortium partners will be considered to have a conflict of interest and will not be recruited under any of the circumstances set forth below:

a. Conflicting assignments

A TP (including its Personnel and Consortium partners) or any of its affiliates will not be hired for any assignment that, by its nature, may be in conflict with another assignment to be executed for PSDF. These cases include, but are not limited to, the following:

- Any entity engaged for providing training services under a project will not be engaged for third party monitoring for the same project.
- An entity selected for Services will be excluded from downstream supply of any other service related to the Assignment other than a continuation of the “Services” under the on-going Assignment. Engagement of a TP for different components of the same project at different times would not per se be considered a case of conflict of interest.
- TPs hired for design of a project such as to prepare Terms of Reference or to design the RFP for an assignment should not be hired for providing Services for the same project.
- TPs, or any of their affiliates assigned for a specific project, shall not undertake any other assignment which, by its nature, may be in conflict with any of their other past or present assignments.
- TPs must notify PSDF if they own any proprietary products or systems which they may recommend to PSDF, or if they hold any interest in such products, to ensure transparency and to ensure that no conflict shall arise in the evaluation and application of their recommendations.

b. Conflicting relationships

- A TP (including its Personnel and Consortium partners) or any of its affiliates that has a business or family relationship with a member of the PSDF Board, Management, or staff who is directly or indirectly involved in the preparation of Terms of Reference, selection process of TPs and/or supervision of the Agreement may not be awarded an Agreement unless conflict stemming from this relationship has been resolved in a manner acceptable to the Board throughout the selection process and the execution of the Agreement.
- TPs have an obligation to disclose any situation of actual or potential conflict that impacts their capacity to serve the best interest of PSDF and Trainees, or that may reasonably be perceived as having this effect. Failure to disclose said situations may lead to the disqualification of the Service Provider/s or the termination of its Agreement.
- Current employees of PSDF shall not work as Service Providers.

a. Fraud and Corruption

- a.** PSDF will require TPs to adhere to the highest ethical standards, both during the selection process and throughout the execution of an agreement. In pursuance of this policy, the terms are defined as follows:
- “Corrupt practice” means the offering, giving, receiving, or soliciting, directly or indirectly, of anything of value to influence the actions of any employee of PSDF in the selection process or in agreement execution;
 - “Fraudulent practice” means a misrepresentation or omission of facts in order to influence a selection process or the execution of an agreement;
 - “Collusive practices” means a scheme or arrangement between two or more with or without the knowledge of the Client, designed to establish prices at artificial, non-competitive levels;
 - “Coercive practices” means harming or threatening to harm, directly or indirectly, persons or their property to influence their participation in a procurement process, or affect the execution of an agreement.
- b.** PSDF will reject a proposal for award if it determines that the TP recommended for award has directly or through an agent, engaged in corrupt, fraudulent, collusive or coercive practices in competing for the agreement in question. PSDF may also impose penalties on a TP, including declaring it ineligible, either indefinitely or for a stated period of time, for PSDF funding, if at any time it determines that the TP has, directly or through an agent, engaged in corrupt, fraudulent, collusive or coercive practices in competing for, or in executing, a PSDF funded project.
- c.** PSDF will have the right to inspect TP’s accounts and records and other documents relating to the submission of proposals and agreement performance, and have them audited by auditors appointed by PSDF.
- d.** Service Providers shall furnish information on commissions and gratuities, if any, paid or to be paid to agents relating to this proposal and during execution of the assignment if the Service Provider is awarded the Agreement, as requested in the Financial Proposal submission form.

F. Award of Contract

After completing negotiations PSDF shall award the Agreement to the selected TP and promptly notify all selected TPs who have submitted proposals. The TP is expected to commence the assignment after approval by the Client on the mutually agreed date and location. Terms of Reference for the contract will include the following responsibilities.

Responsibilities of TPs selected for delivering vocational / skills training will be to:

- a. Mobilize the communities from the targeted Districts and select trainees from the target group for the proposed skills training and targets agreed to during negotiations.
- b. Arrange the provision of properly equipped training facilities. In case of deficiency, arrange additional required machinery, equipment, tools, class room & lab / workshop furniture and other physical facilities (e.g. washrooms, back-up power, drinking water etc.)
- c. Engage competent and qualified instructors and support staff.
- d. Ensure provision of vocational training in approved skills / trades using the curriculum approved by relevant certification authority and following the agreed parameters.
- e. Provide all learning aids, teaching materials, consumables and additional facilities, as per demand of curricula, free of cost to the trainees (all costs on account of these items will be included in training fee which will be paid by PSDF).
- f. Arrange for the trainees boarding and lodging facilities for outstation trainees.
- g. Make timely stipend payments to trainees according to the notified rates as per PSDF contract for all subsequent payments. PSDF may engage a third party for distribution of stipends directly.
- h. Establish a system for providing reports to PSDF within stipulated time through email or on a web-based data management system. For details on the reports please see Section VIII on Monitoring.
- i. Establish linkage of the trained persons with the identified and committed employers or business clients.
- j. Placement of the trained persons on the job by the TPs will be encouraged, if committed in the Technical Proposal. Such proposals will be awarded higher scores during evaluation.
- k. Facilitate and provide access to PSDF monitoring team.
- l. Maintain separate bank account and financial record relating to the PSDF assignment(s).
- m. Assist any PSDF partner in carrying out a tracer study / evaluation of the trained persons.
- n. Arrange testing and certification from relevant accredited certification body.
- o. Arrange a simple graduation ceremony and distribute certificates to successful graduates.
- p. Track and report employment of trainees for the first six months post-graduation. Failing to do so will have implications on the selection of TPs for subsequent PSDF trainings. See Section VII and VIII for details.
- q. Assist PSDF in the arrangements of graduation ceremony; if graduation ceremony is arranged by PSDF at large scale (cost of such ceremony will be borne by PSDF).

- r. Display prominently banners / sign boards relating to the training, if supplied by PSDF.
- s. Any other obligation agreed in the contract.

In case of non- compliance of the responsibilities, financial penalties will be applicable as outlined in section VII. Training Providers will not charge anything to the trainees at any stage of the training process, be it provision of admission forms, enrolment, training delivery or certification.

Responsibilities of Punjab Skills Development Fund are to:

1. Provision of funds to meet the expenses on training as per rate, number of trainees and payment schedule agreed in the contract.
2. Provide funds for meeting costs on account of Trainee Support which include stipend, uniforms & bag, boarding & lodging and testing fee.
3. Monitor / supervise the training directly or through third party. For details see section VIII on Monitoring.
4. Take measures for quality control directly or indirectly.
5. Guide training partners for smooth implementation of the training.
6. Arrange and finance a large scale graduation ceremony.
7. Bear costs on account of publicity as considered appropriate by PSDF.
8. Inspection of the facilities & arrangements and accord permission to start training (i.e. issue a Notice to Proceed).

G. Notice to Proceed

The selected TPs will be allowed to enrol trainees and initiate training only after PSDF issues a Notice to Proceed. PSDF shall ensure the following before issuing a Notice to Proceed:

- Availability of training Manuals of required quality ;
- Availability of Training Site (class rooms, labs/ workshop, offices, other facilities & hostel (if applicable) as per required standard;
- Availability of Trainer and Professional Staff as per required standard.

Section 2.5.7 Guidelines for the TPs

Overall guidelines to TPs are outlined as follows; these are subject to change as per future requirements of PSDF, in consultation with the Association.

Trainee Selection: Candidate selection will be the responsibility of the TP. It must adopt a fair and transparent process for trainee selection. All record of applications received, test sheets and interview scoring sheets will be retained by the TP. In case, applications are more than the training places a written test/interview may be held.

Trainee Eligibility: Only those candidates may be selected and enrolled who **strictly** meet the criteria below:

- A male or female, resident of target Districts. These target districts can differ from scheme to scheme as specified in the contract. The residency of candidates can be determined from the

temporary or permanent address on the trainee's Computerized National Identity Card or Form B);

- Should be age 15 years or above;
- Must be holder of CNIC (B-Form for below 18 year aged trainees);
- Must not have previously attended any course funded by PSDF and registered in PSDF database;
- Must meet the entry requirements as specified in respective training curricula (of PTEVTA or other accredited body);
- Must not be enrolled in any other PSDF funded course at the same time

Trainee Preferences: Only individuals having the required minimum educational level as specified in respective training curricula will be considered for the training. Out of these individual who meet the eligibility requirements, preference will be given to trainees who are (i) female and/or (ii) have an aptitude for the trade on a professional basis (to exclude non-serious applicants). More preference will be given to individual who meet both the conditions. TPs will interview all potential candidates to gauge the aptitude/seriousness for training by (i) previous employment record, and (ii) willingness to learn and work. Preference criteria will be redefined, in consultation to the Association, after the first year of implementation to conduct pro-poor targeting.

Enrolment Verification: The selected TP will check whether any enrolled trainee has already availed PSDF-funded or is already enrolled in another PSDF funded training program. This can be verified through PSDF website. Number of trainee per class is limited to 25.

Attendance: A minimum attendance of 80% will be required for each month of training. The TP will issue warnings to trainees who have less than 80% attendance in a month and send a report to PSDF. In case of less than 80% attendance in the subsequent month, the trainee will be expelled. Thus, the trainee will be expelled if attendance is less than 80% in two consecutive months.

The attendance of trainees in any class should be 80% or above of the enrolled trainees (excluding drop outs) during any month for the Fund to make full payment of the training cost. However, if the attendance of a class is found to be less than 80% in both Third Party Monitoring (TPM) visits, the amount equivalent to percentage point difference in attendance from 80% multiplied by maximum training cost will be retained by the Fund. The percentage point difference will be calculated on the basis of maximum attendance of class in any of the two TPM visits. The amount will be reimbursed, if the attendance reaches 80% in the following month. In case, the attendance does not reach 80% in the following month, the retained amount will be forfeited.

Further, if a trainee is found absent during two consecutive visits by the monitors appointed by third party monitoring firm, two-fifteenth of the stipend amount will be deducted as a fine. This fine will not be applicable on first month's invoice.

Drop-Out Policy: The TP can only claim payments for a maximum number of trainees as mentioned in the contract. To adjust for drop outs, the initial number enrolled can be more than

contracted number of trainees. As per policy, PSDF will accept drop out of 20% of the total contractual number of trainees per class (Note: contractual number of trainees is used to calculate the 20% i.e. excluding the additional enrollment) and no penalties as mentioned above will be imposed on the TP for the drop out of this 20%. Stipend and costs for these trainees will only be paid till the month when drop-out occurs. The training service provider will bear the cost of additional drop outs, if the acceptable number of 20% (of total contractual number) drop-out rate is exceeded. It is important that the training service provider promptly reports the drop out in the monthly report. If it is observed that drop outs are mentioned at the time of completion of training and not before, PSDF will not pay any allowance for drop outs.

Check for Dual Admission of a Candidate: In order to reach out to maximum number of beneficiaries, the following trainees will be **disallowed**:

- Enrolment of trainees who have enrolled for PSDF-funded training previously (regardless of whether the trainee completed or dropped out); and
- Enrolment of trainees concurrently enrolled in another PSDF-funded training.

Enrolment verification through the “Trainee Verification System” on PSDF website will ensure that the trainee has not enrolled in any PSDF-funded training course. PSDF will not cover the cost of any trainee who is enrolled in multiple courses. Training Service Providers are encouraged to give sufficient warning to trainees before the commencement of training.

Trainer: The qualification of instructor should meet the standard specified in the curriculum. Alternatively, instructors with commensurate qualifications and experience as specified in the contract must be engaged. If an Instructor is replaced during the training cycle PSDF must be informed about the new Instructor whose qualifications must meet the standards mentioned in the proposal. The qualified trainer must be present in 100% classes.

Training Equipment: Training related training-equipment, machinery and tools should be made available as specified in the acceptable curriculum by PTEVTA, NAVTTC, NTB, PVTC, Universities or internationally accredited body. It is expected that TP will ensure continued availability of the equipment during the entire training.

Training Learning Materials: TP must supply copy of syllabus/study plan to each trainee for all classes. Failing to do so will result in financial penalty by PSDF. It must be ensured that each trainee receives adequate supplies in terms of books, stationery, uniform, bag, and other agreed deliverables as per the contract.

Consumables: Consumables should be made available at the start of the training day and during the entire training period.

Merging/Splitting of Classes: TPs will be expected to obtain an authorization from the PSDF before merging two different classes or splitting a class into two different classes. Without approval such action may result in imposition of penalties.

Unannounced relocation of training center: TPs will also be expected to obtain prior approval from PSDF before relocation of center to a different site. Without approval such action may result in imposition of penalties as prescribed in Business Rules.

Non-functional Classes: During third party monitoring visits, if neither trainees nor trainer is available or the center is closed without prior intimation to PSDF, the class will be considered as non-functional. Further, if the trainees are present but the class is not in progress due to any reason. E.g. non-availability of instructor, backup source of electricity (Subject to the trades) or trainees are involved in other activities instead of training, the class will be considered as non-functional.

Daily Timing: Total training hours per month should be as per the PTEVTA or other accepted curriculum. The training hours per day should be such that overall training hours specified in the curriculum are completed.

Fee: Charging of any fees from trainees (other than contribution for meals) is a serious violation which will invite punitive action from PSDF.

Trainee ID Cards: PSDF will provide trainee and instructor ID cards to the Training Service Provider within the first month of commencement of training. These should be worn by all trainees and instructors during the training hours.

Trainee Stipend: TPs will pay stipend to trainees on a monthly basis. Combined stipend of first two months will be disbursed after completion of second month of training and for subsequent months stipend will be paid on monthly basis with the first week. Withholding entire amount of monthly stipend payment till the end of training period will not be allowed. PSDF will pay (on reimbursement basis) a stipend as specified in the contract. All record of payment of stipend to trainees should be maintained in a Stipend Register and will be subject to inspection by PSDF or its designated monitoring team.

If TPs are unable to pay the stipend amount within a month after the release of payment from PSDF a penalty equivalent to 2 % of training cost of the class will be deducted from the monthly invoice. The stipend will be disbursed as per PSDF contract.

Testing Arrangements: For PSDF Listed Courses:

For PSDF listed courses, Punjab Skills Development Fund has entered into an arrangement for testing and certification of trainees with the Punjab Board of Technical Education. For testing and certification purposes, the following steps are required:

- The completed Trainee Profile of admitted candidates only should be submitted in original to PSDF. The deadline for submission of the Trainee Profile is one month after the date of training commencement.
- PBTE will announce a Test Schedule for the trainees which will be available on the PSDF website.
- The TPs will be responsible to make the trainees available for testing on the test date at its own training location.

- Staff of the TP shall be present at the occasion for any facilitation to the examiners but will not interfere in the testing process.
- A proportion of the total training fee for the TP will be conditional upon the success of minimum percentage of candidates appearing in the trade test conducted by PBTE, as per the contract.
- Any trainee not appearing in the trade test will not be counted as enrolled by the TP.
- PSDF will verify the trainee profiles to confirm the eligibility of candidates and inform the training providers of any ineligible candidates.

Other Courses: For courses developed and tested by other testing and certification bodies²⁷ including NTB, PVTC, TTB, the TP will be responsible for making arrangements for testing and ensuring that all trainees are able to appear in the trade test. The TP will inform PSDF of the tentative date/dates of the test/assessment by the trade testing and certification body at the time of contract signing. A proportion of total training fee of a class will be conditional upon the success of the candidate in the trade test, as per the contract

Testing & Certification Cost: Testing and Certification fee will be paid to the TPs, associated with testing/certification agencies other than PBTE, on reimbursement basis.

The acceptable testing agencies and testing arrangements will be revised, in agreement to the Association and PSDF, in Year 2 of the project based on the formation of Punjab Skills Agency.

Certification Process: PSDF Listed Courses: Punjab Board of Technical Education will dispatch the result sheet and copies of certificates to the TPs directly. It will also share the result sheet with PSDF and upload the document on a restricted access website. Other Courses: TP's with other testing and certification arrangements will notify PSDF of the result duly authenticated by the testing and certification authority.

The acceptable testing agencies and testing arrangements will be revised, in agreement to the Association and PSDF, in Year 2 of the project based on the formation of Punjab Skills Agency.

Training and Hostel Site Standard: The TPs should ensure that training site and hostel accommodation have standard facilities as approved by PSDF.

Graduation Ceremony: All TPs will hold a simple graduation ceremony at the completion of training and award of certificate. The TP should inform PSDF of the date and venue of the ceremony. PSDF may invite a local public representative or other person to witness the ceremony as chief guest and may also send its own representative.

Training Inception Report

The report requires data of each class of a trade at all the training locations. The Service Provider will have to submit as many inception reports (Annex V - Form A) as the number of classes. It is expected that the training will commence as specified in the contract. In case of any delay, the Service Provider is expected to inform PSDF about the reason/s for delay so that the expected date of receipt of Training Inception Report can be amended accordingly.

²⁷ Testing Bodies acceptable to PSDF include: TTB, NTB, PVTC, registered universities, and international certifications by agencies legally authorized and accredited internationally

In case of PTEVTA trades, the training must be start as per the schedule because testing of the trainees has to be organized by PSDF. In case of non-PTEVTA trades, the testing is arranged by TP. In such cases, it is expected that all the classes of a trade in a batch will commence simultaneously whether the classes at one or multiple training locations.

Trainee Profile

The Service Providers must submit a printed signed copy of the Trainee Profile to PSDF of each enrolled trainee using the Trainee Profile Form B in Annex V within 15 days of start of the class. Training places remaining vacant as a result of drop out cannot be filled subsequently after the start of training. Therefore, the Service Provider may enroll additional trainees to cater for potential drop-outs likely to happen during first two weeks of training. It must be noted that PSDF will make monthly payments only for the contracted number of trainees including approved allowance of drop-outs as per policy. If there is no drop-out, it is the Service Providers choice to let the additional enrolled trainees continue training at their own expense. The contract with the TPs will clearly specify this stipulation. The additional trainees will not be paid any stipend unless they are bumped up to the position of principal candidate after a drop-out. The additional trainees are notified of their status by the TPs during selection. The TP must provide profile of all the enrolled trainees including additional trainees to cater for the potential drop-outs.

The “Roll No.” is a number generated by the Service Provider for its own record keeping, and is to be included in all reports provided to PSDF. If a trainee drops out, the same Roll number may not be assigned to any other trainee. In addition, a legible copy of CNIC/B-Form must be attached with the Trainee Profile.

Monthly Training Progress Report

The Service Provider has to submit Monthly Training Progress Report providing information about progress of the training in each class. As some of the training providers will have multiple classes at different centers, it is expected that the training provider will submit consolidated reports to PSDF for all the classes. Signed reports by the authorized person are required for making the payments. The release of invoiced amount will be dependent on successful completion of each month training outline in the plan along with the provider meeting the required standards of instructor and trainee attendance. This report comprises following components:

- Trainee Attendance
- Instructor Attendance
- Training Progress

Attendance shall be marked within 30 minutes of the beginning of the class using any standard Attendance Register.

Marking of Attendance: Care should be exercised that the absent trainee is marked ‘absent’. If a trainee is marked present but found absent in the class during a third party monitoring (TPM) visit, it will be regarded a case of Ghost/Fake Trainee.

Further, during TPM visits if a trainee is found absent in four consecutive visits for six months or above duration courses he will be treated as a dropout. In case of less than six months course the criterion for dropping out will be absenteeism in two consecutive visits.

It is very important that as soon as a trainee drops out from the class, his status is mentioned in the attendance register and reflected appropriately in the monthly progress report. If this practice is not followed and drop outs are only mentioned in the Completion Report. In such cases, PSDF will not pay any allowance of drop outs.

An aggregate report of attendance and training progress must be submitted using the Monthly Training Progress Report Form C provided in Annex V.

Instructions for Recording & Maintaining Attendance Records

1. Attendance record is a critical part of training records and all training providers should duly comply with the process of maintaining records.
2. The attendance of trainees and instructors has to be recorded in a prescribed manner, in the form of a register. Any standard attendance register available in the market can be used for this purpose. The register should be prepared before the submission of inception report and should be placed at a conspicuous place in the classroom/training site.
3. The attendance should be signed by the trainer, training center in-charge and monitoring officer (on the day of his/her visit).
4. The attendance has to be completed within the first half hour of the day's training session.
5. The attendance has to be marked in the following manner:
 - a. If a trainee is present, "P" should be recorded in front of his name under the relevant date
 - b. To mark a trainee 'absent', "A" should be recorded in front of his under the relevant date
 - c. If a trainee went on short leave, "SL" should be marked along with "P" indicating time left in remarks column supported by hand written application.
 - d. The Instructor/Trainer should sign at the end of the day's attendance.
 - e. The center in-charge should sign-off the day's attendance within the first two hours of the training session.
 - f. Words "Dropped Out" should be marked in front of the name of a trainee under the relevant data and the remaining row should be crossed out.
6. The register should have a box allocated for the signatures of a monitoring officer, be it from PSDF or a representative of the third party monitoring organization contracted by PSDF. The monitoring officer may visit at any time during the training hours to verify the attendance and that above instructions have been followed and sign off in that box.

It is important that the order of names in the attendance sheet is not changed from one month to next. Even if a trainee drops out, his/her name must be kept in the attendance sheet against the serial number and the roll number.

The monthly payments claimed against the number of enrolled trainees by the service provider will not be fully released unless the attendance of each present trainee meets the compliance standards specified in the contract. If the attendance of a trainee drops below the specified compliance standard for two consecutive months, s/he will be considered a dropout unless there is clear evidence available of the trainee being unable to attend the training because of extenuating circumstances.

PSDF requires 100% attendance of instructors during training. If the instructor is on leave, s/he must be substituted by an instructor of equivalent qualification/experience. If the instructor is to be replaced, the Service Provider may do so while seeking prior permission from PSDF. PSDF will only allow substitution of an equally qualified instructor.

Information about the training progress should also be provided with this report. Instructors in each trade are expected to maintain record of theoretical topics covered and practical exercises completed during each day. PSDF staff or Third Party Monitors may check such records during monitoring visits.

Training Completion Report

After the completion of classroom training of each class, the Service Provider in case of non-PTEVTA trades, and PSDF in case of PTEVTA trades, will arrange assessment of each trainee as provided in the contract. The Service Provider must report final results in the Training Completion Report Form D (Annex V). PSDF requires the Service Providers to specify either Pass or Fail for each trainee.

This report will be submitted after the test has been conducted by Testing/Certifying Agency for each class of a trade and batch separately.

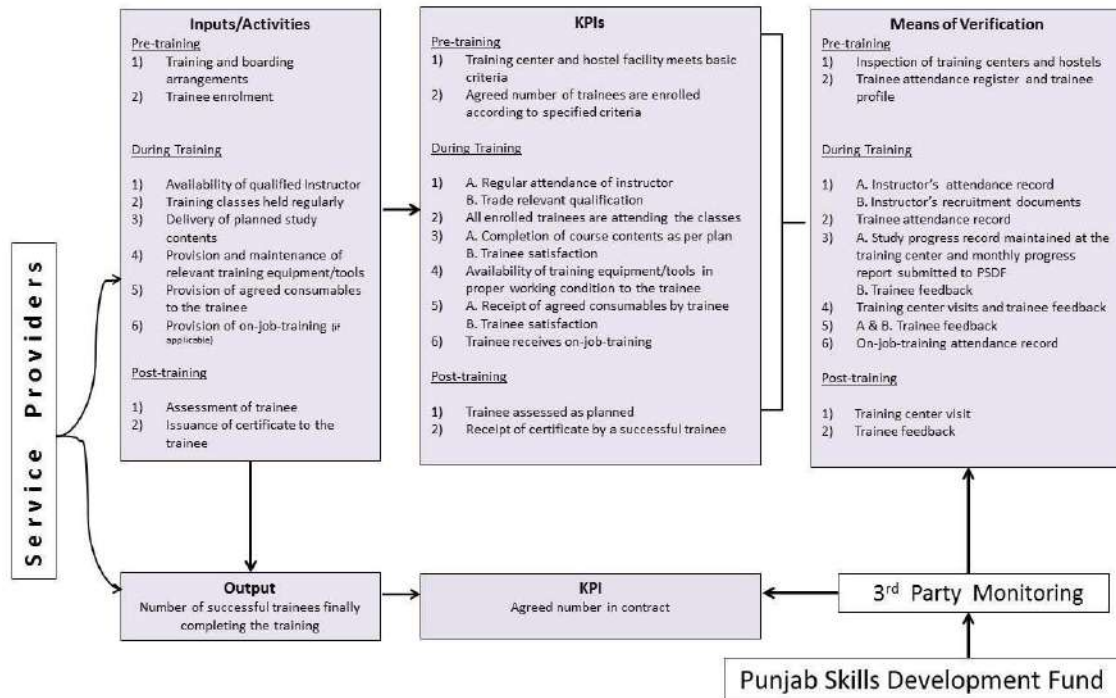
Employment Record:

Employment record of all trainees for up to six months post-graduation will be shared with PSDF by the TPs for successful completion of the training program. An employment record form will be designed by PSDF and shared with TPs before notice to proceed. TPs will also update the employment status of the trainees on PSDF MIS. If the report is not provided on correct format after six months and employment status is not updated in PSDF MIS, the erring TP may not be allowed to participate in the next round of PSDF training. Failure to comply with this will also have implication on the selection of the TP for future PSDF training schemes. The extent of permission to bid for next round of PSDF trainings in case of non-submission will be developed before the first round of training by PSDF in consultation with the Association.

A. Third Party Monitoring

PSDF will engage a third party monitoring (TPM) firm to carry out monitoring of agreed activities and outputs. More importantly, the third party monitoring firm will provide information on whether the contractual obligations are being fulfilled. At the same time, PSDF's Monitoring Team also regularly visits the training sites to monitor training delivery on a monthly basis, if required. Data on Key Performance Indicators (KPIs) as identified below as provided by TPM will be used to validate that the contractual obligations are fulfilled and specified compliance standards are met.

Monitoring Process



Pre-Training TPM Inspections

- PSDF will supply Training Centers Data to TPM for Pre-Training Inspections of Proposed Training Centers.
- PSDF may not require all the training centers to be inspected.
- TPM will visit the Training Centre and use the 'Training Centre Inspection Form/Report' attached in Annex VI for center inspection.
- TPM will make recommendation on this form for the clearance, partial clearance or rejection of the center.

Monitoring Visits during Training

Monitoring visits of the training centers will be conducted by the third party monitoring firm. A monitoring officer will monitor the training progress at class level and report on specified monitoring forms given in Annex VI.

PSDF will provide details of the Training Service Providers to the Third Party Monitoring Firm. The details will include information about training centers and classes, their location, number of trainees, trades, batches and shifts. Inception Reports of each class shall be provided to the TPM immediately after receipt from the Training Service Provider and the Third Party Monitoring Firm must initiate visits of the classes immediately after the receipt of Inception Report of each class.

Every class at all training locations, should be visited twice a month however based upon the need or criticality associated to that class or center PSDF can ask to increase the number of visits.

Details of Monitoring Forms:

Form I: Monitoring Visit Form

The Monitoring Officer will visit the training center and classes and record compliance against various quality and service parameters in reporting and monitoring guidelines.

Form II: Trainee Feedback Form

The Monitoring Officer will explain the trainee feedback form (Form II) to the trainees. S/he will assure them of anonymity of their feedback. The Monitoring Officer will read out each question, explain it and describe the available options. S/he will then ask them to raise their hands for each option. S/he will count and record the responses accordingly. Any additional observations made by the trainees, if they so desire regarding any aspect of the training, will also be recorded.

The Monitoring Officer will politely request the instructor/center in charge to leave the class when collecting the feedback. If they refuse to leave the class s/he should collect the feedback in their presence but bring this to the knowledge of TPM Manager. The TPM Manager should bring this to the knowledge of Manager Monitoring-PSDF.

Details of Report Forms:

Form III: Monitoring Visit Report of Class

The Form III (Monitoring Report of Class) in Annex VI provides template for the TPM Quality Assurance team to report to PSDF on findings of the monitoring visit of a class. Forms I and II shall be retained by the Third Party Monitoring Firm but will be made available to PSDF on request.

Form IV: Monthly Monitoring Report Form of Individual Training Service Provider

The Form IV (Monthly Monitoring Report of Service Provider) of Annex VI provides template for the TPM Team Leader to report to PSDF on accumulative findings of the monthly monitoring visits-violations of a training service provider.

Reporting Instructions for the TPM:

- Immediate reports after each visit in the First Month – (Minimum of two reports)
- One report covering all visits (normally two visits) in the subsequent months
- Instant report/s through e-mail and phone calls on occurrence of any Serious Violation/s (to be reported by the TPM Team Leader). The same will also be reflected in the monthly reports to keep violation occurrence record.
- It is expected that a monitor visiting a class will spend normally around 30 – 45 minutes to monitor all proceedings-filling out his/her monitoring form in the manner that can generate Form III; class report. Under exceptional conditions less or more time could be spend in a class.

- PSDF requires total count of Minor and Major violations of a class in the Form-III (Monitoring Report of Class) with details of each parameter either complied or not complied.
- TPM will supply electronic copies (PDF) of Form-III and Form-IV (accumulative monthly monitoring report of individual training service provider) to PSDF on or before 5th day of each new month. Signed hard copies of these reports will be sent through courier to Manager Monitoring & Evaluation-PSDF by the TPM Team Leader.
- PSDF is in the process of designing an IT system so that the information provided by the Training Service Provider can be downloaded by the Third Party Monitor. Till such time, the information will be provided through other mediums by PSDF.
- All monitors must carry valid ID cards and authorization letter of PSDF to avoid any inconvenience at the training center.

Based on the monthly reports provided by the TPM, PSDF scores the performance of the TPs with the following criteria; this is subject to change as per future requirements of PSDF in consultation of the Association:

Indicator	Weightage towards final score
Number of Violations as per business rules given below (Minor, Major and Serious)	50%
Timely Reporting by the TPs	10%
Available Facilities: building integrity (20%), furniture (20%), back-up electricity (20%), tools and equipment (40%)	10%
Attendance Record	10%
Deliverables: timely disbursement of stipend (40%) Study hours as per curricula, provision of timely consumables and quality of practical (60%)	20%
Total	100

If the TP scores less than 60% in two consecutive visits, action will be taken against the TP as per the debarment policy mentioned in Annex IV.

Sr. #	KPIs	Monitoring Process	Intervals-Frequencies
Pre-training			

1	<p>Facilities (Training Centre and Boarding) meets the standards defined by PSDF</p> <p>(Sufficiency of the facilities at the training locations and boarding including structural integrity, furniture, ventilation, clean drinking water, light , training equipment and toilets)</p>	<p>The monitors engaged by Third Party Monitoring Firm (TPM) will visit the training locations informed by PSDF to ascertain that the facilities are ready for delivery of the training. Each location may have one or more classes</p> <p>This visit will be carried out after the contract has been signed with the TP for delivering the training.</p> <p>After the visit has been carried out, a report will be sent by TPM to PSDF. If the report establishes readiness of the report, the Training Service Provider will be given “Notice to Proceed” to commence the training.</p> <p>There may be a re-visit, if the facility is not found ready.</p> <p>PSDF may also ask the TPM for specific visit of the facilities during the training.</p> <p>The boarding facility will be inspected by the TPM as and when required by PSDF.</p>	<p>Third Party Monitor will inspect the center when PSDF receives Inception Report (report requesting readiness of facilities) from the TP.</p> <p>Additional visits may be carried out as and when required by PSDF.</p> <p>Boarding facility will be inspected on need basis by TPM on advice of PSDF</p>
During Training			
1	Trainee Verification	Verification of enrolled trainees using the profile forms and CNICs during monitoring visits of training centers	Once for all trainees of a class of a batch
2	Fake/Ghost Trainees	The TPM will identify fake/ghost trainees using the following process: name, father’s name and CNIC number of any person marked present but found absent will	Continuous monitoring

		be recorded. If during any subsequent visit, the same person is found marked present but actually absent, the person will be reported as fake/ghost trainee	
3	All enrolled trainees are attending the classes	Attendance will be monitored through verification of attendance marked in registers against CNIC of the trainees present in class. This will be done randomly twice a month.	Twice during the month
4	Fee Charging	Trainee will be asked whether any fee has been charged by the TP	Two visit per month
5	Stipend, bags, uniform and books/stationary	Monitors will check whether the stipend has been paid by verifying individual signed receipts submitted by TPs with trainees and check if bags, uniform, stationary, and manuals/books have been provided. PSDF may engage third party to distribute stipends directly.	Twice during the month
6	Trainee satisfaction (trainee perception)	Third Party Monitor will collect data about trainee satisfaction using a questionnaire.	Two visits per month
7	Availability of consumables (trainee perception)	<ul style="list-style-type: none"> • Through trainee survey • Physical inspection of tools and equipment. 	Twice during the month
Post Training			
8	Trainee assessed as planned	Training center visit. PSDF Teams and/or monitoring teams of TPM may visit the centers to inspect the testing/invigilation process	At the time of testing
9	Receipt of certificate by a successful trainee	<ul style="list-style-type: none"> • Trainee feedback. • Report from the Testing/Certifying Agency 	At completion of training
10	Trainee Employment Tracking up to six months	<ul style="list-style-type: none"> • Random checks with employers 	Random checks with employers. Tracer

	• Tracer Study	study after 2-3 years.
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Section 2.5.8 Rules of Non-Performance Penalties on TPs

The table specifies the financial penalties which will be imposed in case violations are observed during the visits by Third Party Monitoring Firm. In case the TP contests the observations of TPM, PSDF will conduct an inquiry and may condone the penalties after the inquiry if it is established that reported violations were incorrect or erroneously recorded. The TP may file a written complaint with PSDF's grievance redressal committee.

TPs may also be debarred due to non-compliance. Details of PSDF's TPs blacklisting policy is given in Annex IV.

Monitoring Indicators and Penalties			
No.	Service Parameters	Description of Violation	Type of Violation
1.	Fake/ghost trainee	A trainee who is enrolled under PSDF funding and marked present but found absent in two TPM visits. And subsequent inquiry reveals that s/he is fake or ghost trainee	Serious ²⁸
2.	Any fee charged from trainees	The trainee reports about payment of any kind of fee at any time during the training process (If any trainee reports such a case the trainee's complete contact information must be noted and passed on to PSDF instantly by TPM)	Serious
3.	Unannounced relocation of training center	The training center is relocated to a different site without prior approval or information to PSDF	Serious
4.	Non-functional Classes	Neither trainees nor trainer is available OR center is found closed during TPM visit without prior intimation to PSDF. Trainees found present but class is not in progress due to any reason. e.g. non-availability of Instructor, backup source of electricity (Subject to the trades) or trainees found involved in any other activities instead of training	Major
5.	Trainee attendance register availability	Register is not available during a monitoring visit in the class or the training	Major

²⁸ Serious violation can apply up to 50% financial penalty on invoiced amount. It can lead to inquiry -cancellation of full or partial activities agreed in contract.

		centre.	
6.	Trainee Count	Attendance is not marked in the register. A trainee is marked present but found absent. A trainee has dropped out but not marked in the register.	Major
7.	Trainer attendance/ Register Maintenance	The trainer is found absent during the visit and his attendance is not marked on the register.	Major
8.	Books/Manual/Hand- outs	More than 20% trainees report non-supply of books/manuals	Major
9.	Splitting of Class	Splitting of a class into two sections without prior approval	Major
10.	Merging of two Classes	Merger of two or more classes into one without prior approval	Major
11.	Change in Class Timing	Change in class timing without prior approval	Major
12.	Maintenance of Stipend Register	The stipend register is not maintained as per the process specified in the guidelines	Minor
13.	Trainee ID Card	More than 20% trainees are not wearing their Trainee ID cards provided by PSDF	Minor
14.	Study plan provision	More than 20% trainees report non supply of syllabus to them	Minor
15.	Stationary	More than 20% trainees report non-availability of stationary	Minor
16.	Uniform	More than 20% trainees report non-supply of uniforms	Minor
17.	Bags	More than 20% trainees report non-supply of bags	Minor
18.	Payment of Stipend ²⁹	More than 20% trainees report 'non-payment of any monthly stipend amount. TPs are not able to pay the stipend amount within a month after release of payment from PSDF.	A penalty equivalent to 2 % of training cost of the class will be deducted.
19.	PSDF Reporting Timelines	If the inception report, monthly progress report, completion report and trainee profiles are not sent according to schedule provided by PSDF	A penalty equivalent to 2 % of training cost of the class will be deducted if delay is without acceptable reasons
20.	Absent from test of PSDF listed Trades	After registering with PSDF, if a trainee does not appear in the test arranged by PSDF.	The testing fee paid by PSDF to Testing Agency will be deducted from the invoice of the TP.

²⁹ If stipend is not paid, the unpaid amount will be paid directly to the trainees by PSDF provided the training provider does not make the full payment to the trainee by the end of training.

21.	Absent from test-TP proposed trades	A trainee whose testing fee has been paid by PSDF but fails to appear in the test of the testing agency proposed by the TP.	The testing fee paid by PSDF to Training Service Provider will be deducted.
22.	Failure to provide employment status after six months	Employment record of trainees for up to six months of post trainings is not provided to PSDF as specified in the contract.	A penalty equivalent to 5 % of training cost of the class will be deducted.

Monthly Violation Count and Penalties at Class Level			
Violation	Warning	Penalty	Remarks
Minor	If there are up to three violations	If more than three violations take place, then 2% fine will be imposed on each additional violation	2% of the training cost component of the monthly invoice. For example, in case of five minor violations 4% fine will be imposed.
Major		5% fine will be imposed on each violation	5% of the training cost component of the monthly invoice of the class will be deducted for each violation
Serious	Inquiry		Inquiry can result in the following penalties: (i) suspension or cancellation of class contract; (ii) revoking of training center's contract or of the entire organization; and (iii) up to 50% financial penalty on the training cost.
Observation		No penalty will be applied but PSDF may make direct payments to the trainees by the end of training	The TP may be asked to provide details about payment of stipend
Further Rules			
<ol style="list-style-type: none"> 1. In any given month, the financial penalty imposed will not exceed 20% of the maximum possible monthly payment invoiced for the class except in case of serious violations. 2. In case of missing or unverified CNICs PSDF will withhold training cost of such trainees since inception. The same amount will be released only once PSDF receives valid CNICs for such trainees. 3. If a case, at any stage of training, if any trainee's dual/multiple enrolment is detected by PSDF, entire training cost of such trainee will be deducted since inception. 4. Penalties will not be applied during the first month of the training contract. 5. A trainee who is found absent in four consecutive visits, s/he will be treated as a drop out irrespective of training duration. 			

6. If a trainee, whose testing fee has been paid by PSDF, fails to appear in the trade test, then the testing fee shall be deducted from the final invoice of TP.
7. If the trainee attendance is less than 80% of enrolled trainees (excluding drop outs), an amount shall be deducted as per specified procedure³⁰ which will be reimbursed if the attendance reaches 80% and forfeited if the attendance continues to remain below 80%
8. If more than 20% trainees of the class fail in the test of the testing/certifying agency, the Fund will deduct 10% of the total training cost per trainee for all failed trainees above the threshold.

Section 2.5.9 Grievance Redressal System

PSDF has set up Grievance Rederssal committee, with proper powers and authorizations, to address the complaints of bidders that may occur prior to the entry into force of the contract. Any bidder feeling aggrieved by any act of the Fund after the submission of their bid may lodge a written complaint concerning their grievances not later than fifteen days after the announcement of the bid evaluation report.

The committee investigates and decides upon the complaint within fifteen days of the receipt of the complaint. However, mere lodging of a complaint does not warrant suspension of the procurement process.

Similarly, disputes by the TPs on the penalties and third party monitoring findings can be registered in writing with the Grievance Redressal Committee. The committee investigates and decides upon the complaint within fifteen days of the receipt of the complaint.

Disputes between the parties to the contract are settled through mediation or arbitration. The Fund will provide for a method of mediation or arbitration or both in the procurement contract.

Annex I List of Acronyms

CEO Chief Executive Officer

CNIC Computerized National Identity Card

³⁰ The amount will be eighty per cent minus percentage of trainees present multiplied by total payable training cost

DAE Diploma in Associate Engineering
DLI Disbursement Linked Indicator
DFID Department for International Development
EOI Expression of Interest
FTN Free Tax Number
ICAP Institute of Chartered Accountant of Pakistan
ICT Information and Communication Technology
KPI Key Performance Indicator
LFS Labor Force Survey
MIS Management Information System
NAVTTTC National Vocational and Technical Training Council
NSER National Socio-Economic Registry
NTB National Training Bureau
NTN National Tax Number
OJT On-Job Training
PAD Project Appraisal Document
PBTE Punjab Board of Technical Education
PSDF Punjab Skills Development Fund
PSDP Punjab Skills Development Project
PTEVTA Punjab Technical Education and Vocational Training Agency
PVTC Punjab Vocational Training Council
RFP Request for Proposal
TP Training Provider
TPM Third Party Monitoring
TTB Trade Testing Board
WB World Bank

Annex II List of Trades in the Selected Priority Sectors

Priority sectors the project will focus on: textile & garments, light engineering, auto parts, surgical, cutlery, agricultural implants, pumps, sports and fans, construction, pharmaceutical and food processing. Trades for food processing, light engineering, garments and construction have been listed below. For the remaining sectors, analytical studies need to be completed by Project Effectiveness so that the trades are finalized by the PSDF Board in agreement to all stakeholders.

Tentative List of Trades

Trade Course No.	Trades Courses /	Duration of training (Months)			Source of Curriculum		
		3	6	12	3	6	12
Food and Meat Processing:							
1	Meat Technology		6			TEVTA	
2	Meat Handling & Processing		6			NAVTTTC	
3	Hilal Butcher		6			PVTC	
4	Advanced Food Production		6			NAVTTTC	
5	Dairy Technician		6			NAVTTTC	
6	Elementary Food Preservation	3				TEVTA	
7	Food Production			12			NAVTTTC
8	Seafood Processing		6			NAVTTTC	
9	Citrus Processing		6			NAVTTTC	
10	Chili Processing		6			NAVTTTC	
11	Fruit Preservation, Packing & Logistics		6			NAVTTTC	
12	Cooking & Baking	3				NAVTTTC	
Garments:							
1	Apparel Supervisor		6			NAVTTTC	
2	Fashion Designing		6			NAVTTTC	
3	Industrial Engineering		6			NAVTTTC	
4	Sportswear		6			NAVTTTC	

	Stitching						
5	Industrial Stitching Machine Operator	3			TEVTA		
6	Import Export Procedures and Documentations		6			NAVTTTC	
7	Knitting Machine Operator	3			TEVTA		
8	Stitching Machine Mechanic		6			NAVTTTC	
9	Knitting Machine Mechanic		6			NAVTTTC	
10	Merchandising Management Techniques		6			NAVTTTC	
11	Production Planning and Control		6			NAVTTTC	
12	Pattern Drafting and Cutting		6			NAVTTTC	
13	CAD/CAM Computerized Pattern Designing		6			NAVTTTC	
14	Pattern Drafting and Grading		6			NAVTTTC	
15	Fabric Cutting Expert	3			TEVTA		
16	Quality Control in Garments		6			NAVTTTC	
17	Fabric Inspector	3			TEVTA		
18	Leather Glove Pattern Maker		6			NAVTTTC	
19	Leather Garment Pattern Maker		6			NAVTTTC	
20	CAD/CAM Operator Leather		6			NAVTTTC	
21	Leather Garment Stitching		6			NAVTTTC	
22	Leather Gloves Stitching		6			NAVTTTC	

23	Garment Washing and Laundering		3			PRGTTI	
24	Computerized Industrial Embroidery		3			PRGTTI	
Construction:							
1	Aluminum Fabricator		6			NAV TTC	
2	Basic Architecture Drafting			12			NAV TTC
3	Steel Fabricator		6			TEV TA	
4	Civil Draftsman Auto CAD		6	12		TEV TA/NAV TTC	TEV TA
5	Quantity Surveyor		6	12		TEV TA	TEV TA
6	Safety Inspector	3				TEV TA	
7	Mason	3	6	12		TEV TA	NAV TTC
8	Building Painter	3				TEV TA	
9	Tile Fixing & Cutting	3				TEV TA	
10	Steel Fixer	3	6			TEV TA	NAV TTC
11	Scaffolding	3				TEV TA	
12	Construction Machinery Operator	3				ILO	
13	Shuttering Carpenter	3				TEV TA	
14	Plumber & Sanitary Installer			12			TEV TA
15	Plumber		6			TEV TA	
16	Plumbing			12			NAV TTC
17	Building Carpentry			12			NAV TTC
18	Boring Man	3				TEV TA	
19	Carpenter	3				TEV TA	
20	Material Technician	3				TEV TA	
21	Rigger	3				TEV TA	
22	Civil Surveyor			12			NAV TTC
23	Marble Cutting		6			NAV TTC	

	and in Lays						
24	Marble Mosaic		6			NAV TTC	
25	Occupational Health and Safety in Marble		6			NAV TTC	
26	Pipe & General Fitter	3			TEV TA		
27	Pipe & Plate Fabricator	3			TEV TA		
28	Pipe & Structure Fabricator	3			TEV TA		
Light Engineering:							
1	Boiler Operator		6			NAV TTC	
2	CNC Machine Operator	3	6		TEV TA	TEV TA	
3	CAD/CAM Operator		6			NAV TTC	
4	Fitter General / Bench Fitter	3		12	TEV TA		NAV TTC
5	HVACR		6	12		TEV TA	NAV TTC
6	Machinist		6	12		TEV TA	TEV TA
7	Milling Machine Operator	3			TEV TA		
8	Millwright	3			TEV TA		
9	Refrigeration & Air Conditioning			12			PVTC
10	Turner (Lathe Machine Operator)	3			TEV TA		
11	Welder	3	6	12	TEV TA	NAV TTC	TEV TA
12	Welder (SMAW, MAG, MIG & SAW)		6			NAV TTC	
13	Welder / Construction Fabricator	3			TEV TA		
14	Welder (Gas & TIG)		6			NAV TTC	
15	Multi Welder 3G SMAW+6GGTA W		6			NAV TTC	
16	Industrial Fitter	3			TEV TA		
17	Gear Manufacturing	3			TEV TA		

18	Mould Making and Casting		6			TEVTA	
19	Applied Instrumentation & Control Automation			12			TEVTA
20	Auto & Farm Machinery Mechanic			12			TEVTA
21	Auto Mechanic (Petrol)		6			TEVTA	
22	Auto Mechanic (Diesel)		6			TEVTA	
23	Tractor Mechanic		6			TEVTA	
24	Auto Electrician		6	12		NAV TTC	TEVTA
25	Auto Air Conditioning Mechanic			12			NAV TTC
26	Motorcycle Mechanic		6			NAV TTC	
27	Auto Service Mechanic		6			NAV TTC	
28	Rickshaw Mechanic		6			NAV TTC	
29	Electric Wiring	3				TEVTA	
30	Electrician			12			TEVTA
31	Industrial Electrician	3				TEVTA	
32	General Electrician		6			NAV TTC	
33	Electric Motor Winder		6			TEVTA	
34	Home Appliances Repair		6			TEVTA	
35	PLC (Programmable Logical Control)		6			TEVTA	
36	Electronic Equipment Repair		6			TEVTA	
37	Electrical/Electronic Technician		6			NAV TTC	
38	Industrial			12			TEVTA

	Electronics						
39	Die and Mould Technology		6			NAV TTC	

Annex III Pro-Poor Targeting: National Socio-Economic Registry

The Government of Pakistan, through Benazir Income Support Programme (BISP), constructed the National Socio-Economic Registry (NSER) of household census between 2009 and 2012. The undertaking was based on the Proxy Means Testing (PMT) approach which is a commonly used method to identify the poor with relatively high accuracy. The advantage of PMT is that a households' poverty status is assessed based on objective and verifiable information such as the location and quality of the dwelling, ownership of durable goods, and the demographic structure. The NSER contains socioeconomic data for over 27 million households nationwide and their corresponding PMT scores. As households can be ranked from the poorest (lowest PMT score) to the richest (highest PMT score), the NSER database has been used to target the poor for safety nets and over thirty other social sector programs. A noteworthy feature of the NSER is that households are already authenticated by the National ID database using the Computerised National Identity Card (CNIC) number of a household head as a unique identifier. For instance, the BISP cash transfer program chose a cut-off score of 16.17, below which all families in the country are eligible for cash assistance, and provided benefits to households in the bottom quintile. Other programs may choose a different cut off score to define a different set of poor households (e.g., bottom 40 percent) according to the context.

The Annex will be revised, in agreement to the Association, once the implantation strategy pro-poor targeting is defined during first year of implementation.

Annex IV POLICY FOR BLACKLISTING / DEBARRING OF TRAINING SERVICE PROVIDERS

1. PREAMBLE

Punjab Skills Development Fund (PSDF) selects and engages Training Service Provider under its different schemes through an open and competitive process. It is, however, felt that unethical practices are being followed or insufficient attention is being paid by some Training Service Providers to training delivery and during the process which may result in low quality training output. It is also being observed that there are a few cases in which Training Service Providers do not improve their performance despite advice, imposition of minor and or major financial penalties. To reduce such practices a Blacklisting /Debarring Policy is being introduced.

2. SCOPE

This policy shall govern the blacklisting / debarring of the Training Service Providers engaged or to be engaged by Punjab Skills Development Fund (PSDF) under its different training schemes for offenses or violations committed during competitive bidding and or during contract implementation. Debarring shall be used sparingly in case of fraud, corruption, gross misrepresentation, harassment, coercion; consistent under-performance based upon monitoring reports; contract cancellations or non-performance without justifiable reasons

An entity that is debarred shall not be allowed to participate in the bidding for PSDF funded training schemes during the period of disqualification. A joint venture or consortium which is blacklisted / debarred will include all its member/s and or partner/s as well as a person / entity who is a member of joint venture or consortium.

3. SANCTIONS AND GROUNDS FOR BLACKLISTING / DEBARRING

Competitive Bidding Stage

During the competitive bidding stage, Punjab skills Development Fund shall impose on bidders or prospective bidders the penalty of suspension for the bid under process for one round of bidding; without prejudice to the imposition of additional administrative sanctions as the rules of the company may provide and / or further criminal prosecution, as provided by the applicable law, for the following violations:

- a. Indulging of the Training Service Provider directly or indirectly in corrupt, fraudulent, collusive and or coercive practices.
 - (i) “Corrupt practice” means the offering, giving receiving, or soliciting, directly or indirectly, of anything of value to influence the action of a PSDF official in the selection process or in agreement execution;
 - (ii) “fraudulent practice” means a misrepresentation or omission of facts in order to influence a selection process or the execution of an agreement; Examples of such misrepresentations include misstatements about training experience or projects; falsely quoting trainers, their experience or qualifications; misstatements about training premises, center registration, affiliation.
 - (iii) “collusive practices” means a scheme or arrangement between two or more Training Service Providers with or without the knowledge of the Client, designed to establish prices at artificial, non-competitive levels;
 - (iv) “coercive practices” means harming or threatening to harm, directly or indirectly, persons or their property to influence their participation in a procurement process, or affect the execution of an agreement.
- b. Unauthorized use of one’s name or using the name of another for the purpose of bidding.
- c. Any attempt by the bidder to unduly influence the outcome of the bidding in his favor.
- d. All other acts that tend to defeat the purpose of the competitive bidding. .

Contract Implementation Stage

Once Training Service Providers (TSPs) have been engaged, PSDF ensures that the training being delivered is of an acceptable standard. This quality assurance is based on a third party monitoring system and is linked with payments made to the TSPs. Below standard performance currently leads to two types of penalties:

- Deductions as per announced rates in Business Rules from the monthly payments of a TSP for each kind of violation committed (violations are defines as serious, major and minor);
- Contract Cancellations.

Without prejudice to the imposition of additional administrative sanctions as the rules of the company may provide and / or further criminal prosecution, as provided by the applicable law, for the following violations, PSDF shall impose on Training Service Providers after the termination of the contract the penalty of suspension for one round from participating in the bidding process, for violation committed during the contract implementation stage, which include but not limited to the following:

1.Consistent under performance: Consistent failure of Training Service Provider to perform satisfactorily in spite of advice and or penalties on account of minor, major and or serious violations. When a Training Service Provider underperforms by scoring less than 60% Score in two consecutive Evaluations (after reasonable intervals depending upon the training duration) done by PSDF on the basis of monitoring results”

2. Fraud & Misappropriation: Attempt of Training Service Provider or the Training Service Provider’s Personnel and any Partner (in case of Consortium) or committing any fraud, deception, financial or procedural wrongdoing in relation to the performance by the Training Service Provider of its obligations under the Contract and not immediately notifying to PSDF of any circumstances giving rise to a suspicion that such wrongful activity may occur or has occurred.

3. Failure of Training Service Provider to start any of the training(s) and abandoning the Contract without any cogent reasons.

4. Persistence Failure of Training Service Provider to comply with written lawful instructions of PSDF or its representative(s) pursuant to the implementation of the contract. The lawful instructions include but are not limited to the following:

- i. Employment of competent instructors and or managers as committed in the proposal.
- ii. Deployment of committed machinery, equipment, tools, furniture, facilities and support staff.
- iii. Safe, sound building in healthy environment to be used for training.
- iv. Testing and certification by external authority on completion of training as approved by PSDF, if committed.

5. Failure of a Training Service Provider to provide services for which it has received payment from PSDF. For example: payment of stipend to trainees, payment to partner of consortium, salaries to staff engaged for conduct of training.

6. Subcontracting of the contract or any part thereof against the terms & conditions of the contract.

7. Substitution of key personnel named in the proposal without prior written approval.

8. **Obstructing the Third Party Monitor:** When during the course of training, the TSP obstructs the access of Third Party Monitoring Organization authorized by PSDF by either threatening or physically obstructing a monitor.

9. **Influencing the External Examination Process or Results:** Where external testing is mandatory under the Contract and not immediately notifying to PSDF of any circumstances giving rise to a suspicion that such wrongful activity may occur or has occurred.

4. PROCEDURE FOR SUSPENSION, DEBARRING AND BLACKLISTING DURING THE COMPETITIVE BIDDING STAGE

4.1 Initiation of Action

Any bidder / prospective bidder or duly authorized observer may initiate the suspension and debarring proceedings by filing a written complaint with the Bids Evaluation Committee (BEC). The BEC may also by itself commence the proceedings upon prima facie (self-sufficient) determination that the Training Service Provider as a bidder or prospective bidder has committed any of the grounds for debarring during the competitive bidding stage. A sub- committee of BEC consisting of Manager HR and CFO and be headed by Manager HR to be called as Inquiry Committee thereafter or as notified by the Chief Executive Officer, PSDF will probe and proceed for further actions in connection with suspension / debarring/blacklisting.

4.2 Notification

Upon verification of the existence of grounds for suspension, debarring or black listing, Manager HR, PSDF on behalf of the BEC shall immediately notify the Training Service Provider concerned in writing, advising him that:

- a. A complaint for suspension and debarring has been filed against him, or he has been considered by the BEC for suspension debarring and or blacklisting, stating the grounds for such;
- b. He has the opportunity to show cause why he should not be suspended and debarred;
- c. A hearing shall be conducted before the Inquiry Committee, upon his request, where he may present documentary evidence, verbal testimony and cross-examine the witnesses presented against him; and
- d. The consequences of being suspended and debarred.

Within five (5) calendar days from receipt of notification, the Training Service Provider shall submit its written answer with documentary evidence to the Inquiry Committee through Manager HR, PSDF with a manifestation for request of hearing to determine questions of fact, if he so desires. No time extension shall be allowed.

Should the Training Service Provider fail to answer within the same period, Members of Inquiry Committee shall issue a resolution through BEC recommending to the CEO, PSDF the immediate suspension of the Training Service Provider from participating in next one round of bidding process of the company and the forfeiture of his bid security, if any.

If a Training Service Provider provides the documentary evidence without request for hearing, the Inquiry Committee shall consider the documentary evidence and forward their recommendations to BEC for further consideration.

If a hearing is requested, the Inquiry Committee shall immediately set the date and time for hearing. Sub-Committee shall hear the Training Service Provider and make a determination of the case based on the complaint, answer, documentary evidence submitted and facts verified and forward the recommendations to BEC for further considerations.

4.3 Decision

If the inquiry committee, determines that such reasonable cause exists, he shall issue order regarding suspension of the Training Service Provider from participating in next round of bidding process of the company. Otherwise, he shall dismiss the case.

The decision shall clearly and distinctly state the facts, evidence and the instructions / guidelines issued by PSDF on which it is based, as well as the date of affectivity of the penalty, if any.

In case a Training Service Provider commits more than one offense or a combination of offenses for the same project/contract, each violation shall be considered for the corresponding penalty as per the business rules.

4.4 Notice of Decision

The inquiry committee shall furnish the suspended Training Service Provider a copy of the decision immediately from its promulgation.

4.5 Effect of Decision

A Training Service Provider is suspended upon receipt of the notice of decision prohibiting him from participating in the current bidding process of the company. The suspension shall remain in effect during the period of motion for reconsideration and protest and shall terminate only upon a reversal of the decision by the inquiry committee.

If no appeal for reconsideration or protest is filed, the decision shall become final and executed after the lapse of seven (7) calendar days from the receipt of the notice of decision. Thereafter, the inquiry committee shall issue a Debarring Order disqualifying the Training Service Provider.

4.6 Appeal for Reconsideration

The Training Service Provider has only one right of Request for Reconsideration within seven (7) calendar days from receipt of the notice of decision and shall be for either or both of the following causes:

- a) The decision is not in conformity with the evidence and/or facts presented; and
- b) Newly discovered evidence or facts which could not be discovered and produced at the investigation and which when presented would probably alter the result of the investigation.

The appellate forum for appeal against the decision of suspension will be a two members committee of PSDF Board of Directors nominated by Board of Directors.

The Appellate forum shall review the case to resolve with finality the request for reconsideration within twenty (20) calendar days from the filing thereof and furnish suspended Training Service Provider a copy of the resolution immediately from its promulgation.

4.7 Finality of Decision

The decision of the company shall become final and executed after the lapse of seven (7) calendar days from the receipt of the notice of decision or resolution on the appeal for reconsideration. If a protest is filed, the affirmed, modified or reversed decision shall become final and executed upon receipt thereof by PSDF Management.

Upon finality of the decision suspending the Training Service Provider, CEO, PSDF shall issue a Blacklisting/Debarring Order disqualifying the erring Training Service Provider from participating in the bidding of next one round of PSDF schemes.

5. PROCEDURE FOR DEBARRING DURING THE CONTRACT IMPLEMENTATION STAGE

Upon termination of contract due to default of the Training Service Provider or after establishing the consistence poor performance through Investigation Committee consisting of Manager HR and CFO or as notified by the CEO, PSDF, after observing the steps mentioned under clause 5 above; the CEO, PSDF shall immediately issue a debarring Order disqualifying the erring Training Service Provider from participating in the current bidding of PSDF funded schemes.

6. STATUS OF DEBARRED PERSON/ENTITY

After suspension /debarring, the erring Training Service Provider shall not be allowed to participate in the procurement of current round PSDF training. But if Suspension/Debarring Order is issued prior to the date of the notice of award, the blacklisted person/entity shall not be qualified for award and such project / contract shall be awarded to another bidder. If the Suspension/ Debarring Order is issued after award of a project/contract to the Debarred person/entity, the awarded project/contract shall not be prejudiced by the said order provided that letter to proceed has been issued. However, the debarred entity will not be allowed to participate in the next one round of PSDF training scheme.

7. DELISTING

A blacklisted person/entity shall be automatically delisted after the period for the penalty shall have elapsed.

8. EFFECTIVITY

These Guidelines or any amendments thereof shall take effect immediately after its approval from PSDF Board of Directors.

Annex V TPs Reporting Forms

FORM A – TRAINING INCEPTION REPORT BY TRAINING SERVICE PROVIDER

Training Scheme			
Name of Training Service Provider			
Class Code (Please refer to contract for correct class code)			
Address of Training Centre			
Training Centre (Theoretical Training)		Training Centre (Practical Training) if at different location	
House Number		House Number	
Street/Mohallah		Street/Mohallah	
Mauza		Mauza	
Town		Town	
Tehsil		Tehsil	
District		District	
Incharge Name		Incharge Name	
Mobile #.		Mobile #	
Class Detail			
Trade			
Batch Number			
Number of Trainees Enrolled ³¹			
Class Gender (please select one)		Male <input type="checkbox"/> Female <input type="checkbox"/> Both <input type="checkbox"/>	
Expected Starting date of class ³² (dd-mm-yy)			
Class Shift & Timings (please select one)		Morning <input type="checkbox"/> Evening <input type="checkbox"/> From: _____ to _____ From: _____ to _____	
Break Timings (Where applicable)		_____	
Training Days (please mark all that are applicable)		Mon <input type="checkbox"/> Tue <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/>	

1. I certify that all the information provided in this Training Inception Report is correct.
2. I also certify that all the trainees are genuine and meet the agreed criteria for enrolment and all the equipment has been provided for this training as per contract.
3. I confirm that we have checked all the CNICs/Form-B of each trainee in this class for addressing dual enrolment using the PSDF database available online

³¹ All 'Trainees enrolled for this class, these shall include also those who have been enrolled for accommodating drop outs.

Name of Authorised Person			
Signatures			
Date			
Mobile:		Email	

NOTE: Address should be in sufficient detail so that PSDF is able to reach the training centre.
 Enrolled trainees should only include those who have been finally selected to sit in this class and they are according to contracted number

FORM A-1 – CLASS INSTRUCTOR/S CV

Name of Training Service Provider															
Name of Scheme												PLEASE PASTE LATEST PHOTOGRAPH OF THE TRAINER/INSTRUCTOR. USE ONE FORM FOR EACH INSTRUCTOR			
Trade															
Batch Number															
Class Code															
Class Section															
Class Shift	Morning <input type="checkbox"/> Evening <input type="checkbox"/>														
Address of Training Centre															
House Number															
Street/Mohallah															
Mauza or Town															
Tehsil															
District															
Details of Instructor															
Name							Gender	Male <input type="checkbox"/>		Female <input type="checkbox"/>					
Contact Number															
CNIC No.							-							-	
Contact Address of Instructor															
House Number,						Street/Mohallah									
Mauza or Town															
Tehsil							District								
Trade Relevant Qualifications of Instructor															
Qualification	Grade	Institute										Year			
Number of Years of Experience							Practical								
							Teaching								

FORM B – TRAINEE PROFILE FORM

(PSDF Internal Use) Trainee ID				Residence Verified <input type="checkbox"/> Not Verified <input type="checkbox"/>		Age Verified <input type="checkbox"/> Not Verified <input type="checkbox"/>	
				CNIC Verified <input type="checkbox"/> Not Verified <input type="checkbox"/>			
Registration No (To be filled by Testing body)							
Training Scheme							
Name of Service Provider							
Name of Trainee (In block letters as per CNIC)							
Trade				[Paste picture here, digital images can also be inserted here, in case of <i>parda</i> observing females, photocopy of picture from their CNIC can be pasted here-all pasted pictures must be cross signed by the Authorised Person verifying/signing this form]			
Class Code							
Roll No.		Batch No.					
Shift Morning <input type="checkbox"/> Evening <input type="checkbox"/>		Class Section					
Address of Training Centre							
House Number		Street/ Mohallah		Voucher Holder		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Mauza							
Tehsil/ Town		District					
Gender Male <input type="checkbox"/> Female <input type="checkbox"/>		Date of Birth (dd-mm-yy)		Religion		Muslim <input type="checkbox"/> Non-Muslim <input type="checkbox"/>	
CNIC/B-Form Number of Trainee							
Mobile Number or any contact number of Trainee							
Additional Mobile or contact number of Trainee							
Father/Husband Name (In block letters)							
Residential Address of the Trainee						Monthly Income in Rupees	
House Number		Street/ Mohallah		Trainee Individual Income			
Mauza/Town				Income of Trainee's Household			
Tehsil		District					
Employment Status (Immediately before the start of training)							
Unemployed <input type="checkbox"/>		Student <input type="checkbox"/>		Self-Employed <input type="checkbox"/>		Wage Employment <input type="checkbox"/>	
						Daily Wage Labourer <input type="checkbox"/>	
Education Level (Highest Level Completed)							
Cannot Read/Write <input type="checkbox"/>		Informal (Can Read & Write) e.g. Hafiz-e-Quran <input type="checkbox"/>		Class1-5 <input type="checkbox"/>		Primary <input type="checkbox"/>	
Middle <input type="checkbox"/>		Class9-10 <input type="checkbox"/>		Matric <input type="checkbox"/>		Intermediate <input type="checkbox"/>	
						Above Intermediate <input type="checkbox"/>	
Undertaking: I hereby declare that I have neither participated in any of the PSDF funded training earlier, nor will I participate after this training. If I do, I may be expelled from both training courses and PSDF may take legal action against me. I authorise PSDF to check my data through NADRA Verisys and share my CV with potential employers through various mediums without any liability.				Certified by Authorised Person of Training Service Provider			
				Name _____			
Signature or Thumb Impression of Trainee & Date							

	Signatures _____
	Date _____

FORM C 'Monthly Progress Report'

Training Scheme				Name of Training Service Provider			
Report Date (dd-mm-yy)		- -	Reporting Period (dates)		FROM	TO	
Class Code				Shift		Morning <input type="checkbox"/> Evening <input type="checkbox"/>	
Trade				Section			
Batch				Gender		Male <input type="checkbox"/> Female <input type="checkbox"/> Both <input type="checkbox"/>	
Address of Training Centre							
House Number,				Street/Mohallah			
Mauza/Town				Tehsil			
District							
Centre In-Charge Name				Centre In-charge Mobile No			
Instructor Name (1)				Attendance Standard Met³³		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Instructor Name (2)				Attendance Standard Met³⁴		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Lesson Delivery	Theoretical	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If 'No' give reasons			
	Practical	Yes <input type="checkbox"/>	No <input type="checkbox"/>				

Certification	
I certify that the information provided in the monthly Progress Report including Trainee attendance is correct and true. I understand that any misreporting can result in fine or cancellation of contract as per the Business Rules	
Name of Authorised Person	
Signatures of Authorised Person	
Date	
Mobile/Contact Number	

S #	Roll #	Trainee Name	Gender (M/F)	CNIC or Form B Number	Attendance Standard Met ³⁵	If no, give reason for Non-Compliance ³⁶
1.				- -	Yes <input type="checkbox"/> No <input type="checkbox"/>	

³³Instructor or Substitute of Equivalent Qualification Attended 100% of classes

³⁴Instructor or Substitute of Equivalent Qualification Attended 100% of classes

³⁵Attended 80% of the classes-

³⁶Dropped Out, Leave under certain reason (sick, accident, marriage, visit etc.)

S #	Roll #	Trainee Name	Gender (M/F)	CNIC or Form B Number												Attendance Standard Met ³⁵	If no, give reason for Non-Compliance ³⁶		
2.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
3.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
4.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
5.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
6.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
7.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
8.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
9.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
10.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
11.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
12.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
13.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
14.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
15.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
16.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
17.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
18.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
19.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
20.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
21.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
22.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
23.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
24.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	
25.																		Yes <input type="checkbox"/> No <input type="checkbox"/>	

Add Additional Rows (If Required)

FORM D – TRAINING COMPLETION REPORT

Training Scheme		Name of Training Service Provider	
Report Date (DD-MM-YY)			
Class Code		Shift	Morning <input type="checkbox"/> Evening <input type="checkbox"/>
Trade		Gender	Male <input type="checkbox"/> Female <input type="checkbox"/> Both <input type="checkbox"/>
Batch			
Address of Training Centre		Class Section	
House Number,			
Street/Mohallah			
Tehsil			
Mauza/Town		Centre In-charge Name	
District		Centre In-charge Mobile No	
Instructor Name 1		<i>PSDF Internal Use</i>	
Instructor Name 2			

S #	Roll #	Trainee Name	Gender (M/F)	CNIC or Form B Number														Final Result (PASS, PASS WITH DISTINCTION, FAIL, DID NOT APPEAR, TEST NOT APPLICABLE)	If Applicable On Job Training Completed/Placed (Yes/No)
1.																			
2.																			
3.																			
4.																			
5.																			
6.																			

S #	Roll #	Trainee Name	Gender (M/F)	CNIC or Form B Number														Final Result (PASS, PASS WITH DISTINCTION, FAIL, DID NOT APPEAR, TEST NOT APPLICABLE)	If Applicable On Job Training Completed/Placed (Yes/No)			
7.																			-	-		
8.																			-	-		
9.																			-	-		
10.																			-	-		
11.																			-	-		
12.																			-	-		
13.																			-	-		
14.																			-	-		
15.																			-	-		
16.																			-	-		
17.																			-	-		
18.																			-	-		
19.																			-	-		
20.																			-	-		
21.																			-	-		
22.																			-	-		
23.																			-	-		
24.																			-	-		
25.																			-	-		

Aggregate Report on Number of Trainees	
Number of Enrolled Trainees	
Number Dropped-Out / Expelled	
Number of Trainees Absent in Final Examination	
Number of Trainees Failed	
Net Number of Successful Trainees	

Certification			
I certify that the information provided in the Completion Report is correct and true. Furthermore, I certify that the trainees have been provided monthly Stipend as per PSDF recommendations.			
Name of Authorised Person			
Signatures of Authorised Person			
Date			
Mobile:		Email	

Attach the summary result of testing agency (If applicable)

Annex VI Monitoring Forms for the TPM

Form I: Class Monitoring Form

Service Provider Name		Training Centre (Name/Title)
Visit Date & Time		
Visit within the month	I II III IV³⁷	
Training Scheme		
Class Code³⁸		
Trade		Minimum daily study hours for the class:
Instructor/Trainer Name		Class timing & shift:

Centre & Class Related General Queries to be observed by the Monitor			Remarks by the Monitoring Officer
Is the centre/ class locked/non-functional? [Neither trainees nor trainer is available OR centre is found closed during TPM visit without prior intimation to PSDF. Trainees found present but class is not in progress due to any reason.]	Yes	No	
Has the centre been relocated unannounced?	Yes	No	
Has the class been merged with another class unannounced?	Yes	No	
Has the class been split across shifts unannounced?	Yes	No	
Has the shift (Morning/Evening) been changed unannounced?	Yes	No	
Is the lab equipment/consumables required for the training are available? (Fill the checklist of	Yes	No	

³⁷ Circle the appropriate number.

³⁸ Class Code is the tracking key of each class. Code contains all details of a specific class.

equipment/consumables relevant to the trade & attach with the form)			
Is the trainer/instructor delivering the lecture is the same person as mentioned in the profile provided by the TSP to PSDF?	Yes	No	

1. Attendance Register Availability (If No to Q # 1, then skip Q # 2 & 4)	Yes	No ³⁹	If register is not in the class, the teacher is to be asked to provide.	Major
		Violation		
If violated, please give reason				
2. Trainee count in class	Yes	No	Total number of trainees equals the trainees marked present in the attendance register; Absent trainees are marked 'Absent'. i.e. there are no blank spaces in front of the names under the relevant date. <u>Process</u> : Count all the trainees present in the class, compare with the marked attendance in the register to see accuracy of the trainee count. For any drop out word "Drop out" is mentioned with its name and its roll is not allocated to any other student	Major
		Violation		
If violated, please give reason				
3. Review of previous attendance record Number of trainees marked present in the attendance register: One day before the visit ----- Two days before the visit ----- Three days before the visit -----				
4. The register is signed by the Instructor on daily basis	Yes	No		
5. Trainer/Instructor attendance record	Yes	No	Check that the Trainer is present in the class and his/her attendance is marked on the attendance register. The trainer is required to present in 100% of classes. In case of non-maintenance of attendance record/leaves by the trainer please note it as observation	Major
If violated, please give reason				
6. Are trainees carrying ID cards provided by PSDF	Yes	No	More than 20% trainees are not wearing their Trainee ID provided by PSDF	Minor
		Violation		
If violated, please give reason				

³⁹ 'No' will mean application of violation. Circle the word violation.

7. Fake/Ghost Trainee in class	Yes⁴⁰	No	A trainee who is enrolled under PSDF funding and marked present but found absent in two consecutive visits.	Serious ⁴¹
	Violation			
Trainee Name	Father Name		CNIC Number	
i-				
ii-				
iii-				
8- Marginal Trainees			A trainee whose name appears in the attendance register but found absent in two consecutive visits.	
Trainee Name	Father Name		CNIC Number	
i-				
ii-				
iii-				
Please attach as annexure if the space is not sufficient				
9. Stipend payment register is maintained and receiving from trainees against payment of stipend is obtained	Yes	No	Check the payment register maintained against the payment of stipend to the trainees. Ensure that the signatures of the students are obtained against payment. Where signature of the student are not available circle these names and inquire from the students for the stipends paid to them or not?	Minor
If violated, please give reason				
10. Publicity of the centre/sign boards and banners	Yes	No	Check that the banner or signboard provided by PSDF is prominently displayed by the TSP at all training locations. All other publicity material prepared by the TSP shall clearly mention that the training is being funded by PSDF and should bear logos of Government of the Punjab and Department for International Development UK (DFID).	
If violated, please give reason				
Any other major observations / problems / violations not covered in this form:				

Name of Monitoring Officer

Name of Centre In-charge or Class Instructor

Signatures of Monitoring Officer

Signatures of Centre In-charge or Class Instructor

⁴⁰ Please note names of all trainees who were absent but marked present in a visit and report to PSDF in the monthly monitoring report of this class.

⁴¹ Serious violation will be reported instantly through e-mail and phone call by the TPM Team Leader to Manager Monitoring.

Date: _____

Date: _____

Form II: Trainee Feedback Form

Class Code		Time consumed for questioning	
-------------------	--	--------------------------------------	--

Number of trainees saying 'Yes', 'No', 'Not Sure' or 'Not Always' should be written with each answer below.

TPM will calculate the percentage where marked (%). Formula to calculate percentage = (Trainees that said "No" / Total number of trainees present) x 100.

Total Number of trainees present in the class at the time of visit: _____

S #	Question	Description	Type of Violation
1	Are you getting this training free of cost? (بلامعاوضہ) دی جا رہی ہے؟ کیا آپ کو یہ تربیت مفت	The trainee reports about payment of any kind of fee at any time during the training process (If any trainee reports such a case the trainee's complete contact information must be noted and passed on to PSDF instantly by TPM)	Serious
	Yes <input type="checkbox"/> _____ No <input type="checkbox"/> _____		
2	Are you satisfied with the quality of practical content delivered during the training session? Not Satisfied <input type="checkbox"/> _____ Satisfied <input type="checkbox"/> _____		
3	Have you been provided with the syllabus/study plan? کیا آپ کو نصاب دیا گیا ہے؟	If more than 20% trainees report non supply of syllabus to them	Minor
	Yes <input type="checkbox"/> _____ No <input type="checkbox"/> _____		
4	Are you provided with sufficient tools and equipment for training? دینیے گئے آلات اور اوزار سے مطمئن ہیں؟		
	Yes <input type="checkbox"/> _____ No <input type="checkbox"/> _____		
5	Do you get sufficient (consumables) raw material supplies to perform practical work? کیا آپ کو عملی کام کو سرانجام دینے کے لیے Consumable ملتے ہیں؟		
	Yes <input type="checkbox"/> _____ No <input type="checkbox"/> _____		
6	Have you received the books or manuals or any hand-outs? کیا آپ کو کتابیں / تعلیمی مواد مل گیا ہے؟	More than 20% trainees report	Major

				non-supply of books/manuals/hand-outs. (Note: These manuals/hand-outs may be supplied by the training service provider in different intervals according to syllabus breakdown)	
	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
	_____	_____			
7	Have you received uniform? کیا آپ کو یونیفارم مل گیا ہے			More than 20% trainees report non-supply of uniforms	Minor
	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
	_____	_____			
8	Do you receive the required stationary? کیا آپ کو ضرورت کے مطابق اسٹیشنری مل گئی ہے؟			More than 20% trainees report non-availability of stationary	Minor
	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
	_____	_____			
9	Have you received bags? کیا آپ کو بیگ (بسنہ) مل گیا ہے؟			More than 20% trainees report non-supply of bags	Minor
	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
	_____	_____			
Answer the following questions if you have the hostel facility? کیا آپ کو ہاسٹل کی سہولت دی گئی ہے					
Total number of respondents (If Applicable)				Not Applicable <input type="checkbox"/>	
10 a	Are you satisfied with the quality of meals? کیا آپ کھانے کی کوالٹی سے مطمئن ہیں؟			More than 20% report non-satisfaction	
	Not Satisfied <input type="checkbox"/>	Satisfied <input type="checkbox"/>			
	_____	_____			
10 b	Are you satisfied with the standard of residential facility? کیا آپ سہولتوں کے معیار سے مطمئن ہیں؟			More than 20% report non-satisfaction	
	Not Satisfied <input type="checkbox"/>	Satisfied <input type="checkbox"/>			
	_____	_____			
11	What is the daily average duration of class? (In hours)			More than 20% report non-satisfaction	

	Not Satisfied <input type="checkbox"/> _	Satisfied <input type="checkbox"/> _				
12	Have you received stipend for last month? کیا آپ نے ٹریننگ کا وظیفہ وصول کر لیا ہے؟			More than 20% report 'No'	Observation	
	Yes <input type="checkbox"/> _____	No <input type="checkbox"/> _____				
13	Do you think that this training will be useful in improving your chances of getting wage and self-employment opportunities? یا آپ کو لگتا ہے کہ یہ تربیت اجرت اور خود روزگار کے مواقع حاصل کرنے کے امکانات کو بہتر بنانے میں مفید ہے یا نہیں؟					
	Yes <input type="checkbox"/> _____	No <input type="checkbox"/> _____				
14	What are the two main factors / problems hindering the learning process identified by the trainees? کن سے دو اہم مسائل / مشکلات ایسے ہیں جنکے آپ کے سیکھنے کے عمل میں رکاوٹ پیدا کر رہے ہیں؟					
	1. _____					
	2. _____					

NOTE: PSDF land line Phone Numbers (062-2889934, 2889935) with the name of Manager Monitoring for registering only genuine complaints to be supplied to the trainees.

The monitor shall write this information on the white/black board.

Monitoring Officer Name

Signature

Date: _____

Time: _____

Form III: Monitoring Visit Report of Class

Service Provider Name		Training Centre (Name/Title)			
Visits in the month	I	II	III	IV ⁴²	
Training Scheme					
Class Code ⁴³					
Trade					
Instructor/Trainer Name					
Report Date					

Centre related Information	Visit 1 Yes/No	Visit 2 Yes/No	Visit 3 Yes/No	Visit 4 Yes/No	Remark/Observation
Is the Centre locked/non-functional?					
Has the centre been relocated unannounced?					
Is the Lab equipment /consumables required for the training are available?					
Is the trainer / Instructor delivering the lecture is the same person as mentioned in the profile provided by the TSP to PSDF?					

Fake Ghost Trainee			
Trainee Name	Father Name	CNIC Number	Remarks
1.			
2.			
Marginal Trainee			
Trainee Name	Father Name	CNIC Number	Remarks
1.			
2.			

CLASS MONITORING REPORT				
Total Violations in the Month				
Minor Violations in the Month		Major Violations in the Month		Serious Violations in the Month
Observations				
Visit Details				
Visit	1	2	3	4

⁴² Circle the appropriate number.

⁴³ Class Code is the tracking key of each class. Code contains all details of a specific class.

Visit Date				
Visit Time				
Number of trainees present at time of visit				
Number of trainees marked present in the attendance register: One day before the visit				
Number of trainees marked present in the attendance register: Two days before the visit				
Number of trainees marked present in the attendance register: Three days before the visit				

No.		PERCEPTIONS of TRAINEES			
		Visit 1	Visit 2	Visit 3	Visit 4
		%age Satisfied	%age Satisfied	%age Satisfied	%age Satisfied
1	Sufficient Consumables				
2	Sufficient equipment/tools for training				
3	Quality of practical training				
4	Quality of meals				
5	Quality of boarding facility				
6	Usefulness of the training for income generation.				
7	Number of average daily hours				

No.	Parameter	Type of Violation	VIOLATION			
			Yes/No	Yes/No	Yes/No	Yes/No
1	Trainee attendance register availability	Major				
2	Accuracy of attendance register (visit day)	Major				
3	Trainer availability / attendance register	Major				
4	Payment of Stipend (previous month)	Observation				
5	Maintenance of stipend payment register	Minor				
6	Trainee ID Card	Minor				
7	Fake/Ghost Trainee	Serious				
8	Study Plan Provision	Minor				
9	Any Fee Charged from Trainees	Serious				
10	Books/Manual/Hand-outs	Major				
11	Uniform	Minor				
12	Stationary	Minor				
13	Bags	Minor				

14	Unannounced center relocation	Serious				
15	Has the class been merged with another class unannounced?	Major				
16	Has the class been split across shift unannounced?	Major				
17	Has the shift (Morning/Evening) been changed unannounced?	Major				
18	Has the class been found Non-functional	Major				

1 Any other important observation by the Monitoring Officer or feedback by the trainees?

8

1. _____
2. _____
3. _____

Authorised Person of TPM

Name & Signature: _____

Designation: _____

Date: _____

Form IV: TSP Monitoring Report⁴⁴

MONTHLY MONITORING REPORT of TSP							
Training Service Provider							
Training Scheme							
Month/Year							
No. of Monthly Visits (all classes)							
Report Date							
MONTHLY VIOLATION COUNT							
S #	Class Code		Violations				Observations
			Minor	Major	Serious	Total	Total

⁴⁴ This report must be printed on company letterhead.

Total Violations in the Month					
--------------------------------------	--	--	--	--	--

Name of TPM Team Leader: _____ Signatures:
_____ Date & Stamp/Seal: _____

**PUNJAB SKILLS DEVELOPMENT FUND
TRAINING CENTRE INSPECTION/REPORT FORM**

This tool will be used by the monitoring officer to report on the availability and adequacy of infrastructure and tools & equipment proposed by the training service provide.

TRAINING CENTRE INFORMATION

Training Service Provider Name		Name of institute/centre (if any)
Visit Date & Time	_____	
Name of Product		Training Centre Address
Number of classes inspected in the centre		
Name of centre In charge / Representative of TSP		
His/her mobile number		

S #.	Parameter	Compliance	Observatory Remarks to Elaborate Compliance Conditions	PSDF Compliance Standard/Need	Recommendation Remarks
1.	Location/Access Suitability	Yes No		The training centre should be situated at reasonable location that is easily accessible. No garbage, drainage lines or dirt around.	
2.	Security of the premises	Yes No		The area where training centre is located should have proper boundary wall with secure entrance.	
3.	Structural Integrity Compliance	Yes No		A building that is weak in structure for example major flaws in construction of walls and ceiling; major cracks that can collapse the building or serious gaps in electrical wiring that can cause accidents is not acceptable.	
4.	Centre In-charge Room	Yes No		There should be a room for the centre in-charge	
5.	Electricity supply availability	Yes No		Electricity available.	
6.	Toilet/s availability (Separate for Females where applicable)	Yes No	Number of toilets:	Clean and functional with availability of water	
7.	Drinking water availability	Yes No		Clean water and glasses available.	
8.	First-aid facility availability	Yes No		First-aid facility is available	

TRADE INFORMATION (Detail of Trades to be conducted at the centre)

Sr. No	Trade	No. of Classes Per Batch	Total No. of Contractual Trainees Per Class	Lab Equipment / Tools availability (YES / NO)		Lab Requirements Is the room sufficient for Practical Training?		Power Back-up availability in the labs ⁴⁵
				The quantity is sufficient for	No. of Items	No. of Rooms	Is the space sufficient for	
1		2	25					
2								
3								
4								
5								
6								
7								
8								
9								
10								

* Use extra sheet if Trades are more than 10

CLASS INFORMATION (Detail of classes to be conducted at the centre)

Sr. No	Class code	Trade	Expected Starting date of class	Black-board/White-board in classrooms ⁴⁷ (YES / NO)	Chairs/Benches in the classrooms are sufficient (According to class need) ⁴⁸	Light & Bulbs availability ⁴⁹ (YES / NO)	Ventilation & Fans availability ⁵⁰ (YES / NO)	Is the space sufficient for Trainees per Class? ⁵¹ (YES / NO)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

* Use extra sheet if Classes are more than 10

Are one or more of the following key facilities necessary for the approval of a centre missing?
(Yes / No)

Please circle the missing facility.

- a- Structural integrity compliance of building
- b- Chairs/benches/blackboard
- b- c- Backup electricity/power supply availability (If applicable)
- d- Workshop/equipment availability

The monitor will obtain the signature of the TSP representative accompanying during the visit on the list of equipment and the centre inspection form. In case, the TSP representative refuses to sign the document or is un available, the monitor will make a note of the same and sign the form. The monitor must take photographs of the premises.

Name of Monitoring Officer	Name of TSP Representative	Name of TPM Field Incharge
Signature	Signature	Signature
Date	Date	Date

Chapter 3. Component 2: Project Management, Monitoring and Evaluation, and Technical Assistance

Section 3.1 Objective and content of component

The objective of this component is to support monitoring and evaluation, technical assistance to enable the achievement of the DLIs and ensure efficient and effective management of the Project. The M&E functions will include both support towards project monitoring and evaluation and achievement of the DLIs as well as laying the foundation for an integrated skills monitoring and evaluation and labor market information systems. The PIU housed at the DoICI will be responsible for the coordination, management, and implementation of activities under Component 2. Specifically, the Additional Director, PIU, will be responsible for the timely and successful execution of Component 2, including procurement of technical assistance, contract management, and all associated financial responsibilities. He/she will be supported by qualified financial management and procurement staff to be hired as part of the PIU structure.

Section 3.2 Component support to achieve the disbursement-linked targets

The component will support the following activities:

- **For DLI 1** (pertaining to the creation of the new PSA), project support will include technical assistance and capacity building to undertake the functional review of the PBTE/TB and to develop and implement the subsequent action plan, including the drafting of legal-regulatory documents; the development of standard operating procedures (SOPs) and management and information systems; and the building of staff capacity to implement SOPs and to operate management and information systems. Further detail can be found in Chapter 2, Section 1.
- **For DLI 2** (pertaining to the institutional reform of P-TEVTA), project support will include technical assistance and capacity building to undertake the visioning exercise and the three-tiered functional review of the P-TEVTA, and to develop and implement the Institutional Development Plan, including the drafting of legal-regulatory documents; the development of standard operating procedures and design of management and information systems; and building staff capacity to implement SOPs and operate management and information systems. Further detail can be found in Chapter 2, Section 2.
- **For DLI 3** (pertaining to CBTA), project support will include technical assistance and capacity building to adapt/develop and roll-out CBTA packages. This will include developing (if needed) and adapting all training and teaching-learning materials approved by NAVTTC, as needed; the training of instructors and assessors; and the assessment of the effectiveness of CBTA in terms of improving learning outcomes. Further detail can be found in Chapter 2, Section 3.
- **For DLI 4** (pertaining to industry partnerships), project support will include technical assistance to develop the Partnership Framework and assist the Department of Industries and P-TEVTA in their work with industry and training providers to develop, implement and monitor Partnership Agreements. The Project will also support evaluation of Partnership Agreements to assess the intervention, which will be incorporated in the design of future Agreements. Further detail can be found in Chapter 2, Section 4.
- **For DLI 5** (pertaining to increasing access to skills training in priority sectors), the Project will use existing M&E practices of PSDF for routine monitoring. The PSDF has developed an online MIS system which tracks information about TPs which receive PSDF funding, including data on TPs (infrastructure, HR, etc.) and students (e.g., enrollments, dropouts, examination results by gender). PSDF also conducts a verification of the data provided by the TPs through third party verification which is currently contracted out to Ernst &Young. The Project will use the reports generated by Ernst &Young as third party verification. Further detail can be found in Chapter 2, Section 5.

Section 3.3. Component support to project management, sector monitoring and evaluation, and policy studies

Project management. This sub-component will also finance project operating costs, *inter alia*, personnel costs associated with seconding staff to, and hiring technical assistance for, the PIU, equipment, supervision costs (transportation and per diem), and any incremental operating costs at the DoICI and P-TEVTA associated with the work of staff or TA working on project implementation. It will finance communications activities to engage and inform stakeholders about project activities and the sectoral reforms it supports.

Sector monitoring and evaluation. The Project will monitor employment outcomes of pass outs through tracer studies. Two tracer studies (for men and women separately) will be conducted during the project cycle – in Year 3 and Year 5. The PSDF will be responsible for contracting out the tracer study with TORs acceptable to the Bank. The Project will also support the piloting and development of surveys (e.g., employer surveys, skills sector studies); selected independent studies on the design and implementation of policy interventions; impact evaluations of interventions; and design and implementation of a labor market information system.

Policy Studies. The Project will finance a series of analytic studies to support project objectives and help refine government policy in the areas where information is lacking. Areas will include: (i) a study that explores the reasons for low female labor force participation, and (ii) a study that looks at ways to increase both industry and private sector provision of skills training. It is expected that the findings from the analytic work will be used to inform project interventions during project implementation.

Section 3.4. The Project Implementation Unit

The scope of services of the PIU includes: (i) coordination with multiple implementing agencies, i.e., P-TEVTA, PSDF, PBTE, and TTB; (ii) monitoring of activities under each DLI and reporting to the Bank on the agreed formats; (iii) provision of technical expertise and support to the focal persons in the implementing agencies; (iv) management and execution of Component 2; and (v) coordination of the skills sector, particularly other donors. The last function of the PIU is expected to evolve over the life of the Project to become the Punjab Skills Sector Coordination Cell (PSSCC).

The PIU will be headed by a Project Director, who will be assisted by an Additional Director, and three Deputy Directors (Institutional Reform, Quality and Relevance, and Access). Key roles and responsibilities of the PIU are listed in the adjacent below. It will have overall responsibility for the Project’s TA component, and will be responsible for procurement and management of contracts providing technical assistance to the implementation of the Project. An M&E team, which collects, analyzes, and publishes data on project monitoring indicators (as agreed in the Results Framework), will report directly to the Project Director. More detail on monitoring and evaluation is provided in Section

PIU Roles and Responsibilities
<ul style="list-style-type: none"> • Coordinate all project monitoring and implementation • Collect and present DLI evidence to Bank • Convene Steering Committee meetings and issue minutes of meetings • Conduct coordination meetings of project stakeholders • Manage implementation of technical assistance including procurement • Prepare regular reports on implementation progress and plans • Consolidate plans and budget estimates, implement and manage project activities and prepare relevant reports • Prepare periodic/quarterly/annual financial reports of EEPs and TA for disbursement purposes • Prepare Budget Execution Reports of the entire Project for monitoring project expenditures

- Ensure that accounts are kept and reports on financial and operational progress are prepared in timely manner
- Plan and carry out procurement activities and oversee/execute contracts for goods, works and services
- Ensure quality and consistency of data collected e.g., through TPVs funded by TA
- Produce/oversee, as applicable, production of statistical data reports
- Arrange conduct of third party validations, wherever applicable
- Coordinate the skills sector, in particular donor support to the sector

The Additional Director will work with the Deputy Directors to coordinate all the implementing agencies in order to ensure achievement of DLIs related to the strategic areas: (i) strengthening the skills training system; (ii) improving the quality and relevance of training programs; and (iii) increasing access to market-relevant trades. He/she will also assist the Project Director in all aspects pertaining to financial management, procurement, communications, and human resource management. The Additional Director will be responsible for the timely and successful execution of Component 2, including procurement of technical assistance, contract management, and all associated financial responsibilities.

Deputy Director Institutional Reform will: (i) coordinate and monitor implementing agencies (P-TEVTA, PBTE, and TTB) involved in the implementation of activities supported by DLIs 1 and 2, namely the development of a single skills agency, and the reorganization of P-TEVTA; (ii) be the focal point for DLI 1 and 2 evidence collection (working with the implementing agencies) according to the protocols specified; and (iii) oversee and ensure quality output by the firm(s) contracted to provide technical support to DLIs 1 and 2.

Deputy Director Quality and Relevance will: (i) liaise and coordinate with P-TEVTA and industry representatives/employers in order to achieve DLIs 3 and 4 that relate to the roll-out of Competency-Based Training and Assessment (CBTA) and strengthening collaboration between industry and public training providers; (ii) be the focal point for DLI 3 and 4 evidence collection (working with the implementing agencies) according to the protocols specified; and (iii) oversee and ensure quality output by the firm(s)/consultant(s) contracted to provide technical support to DLIs 3 and 4.

Deputy Director Access will liaise and coordinate with PSDF to monitor and coordinate achievement of DLI 5. He/she will be the focal point for DLI 5 evidence collection (working with PSDF) according to the protocols specified.

An organogram depicting the structure of the PIU is provided in Annex One.

Section 3.5 Component support for project monitoring and evaluation

The overall Project M&E will be guided by the Project Results Framework (Annex Two) which specifies the indicators to be monitored, their baseline and target values, frequency of monitoring, source of the data, and collection instrument. Additionally, disbursements under Component 1 are linked to the achievement of the DLIs which will be closely monitored and

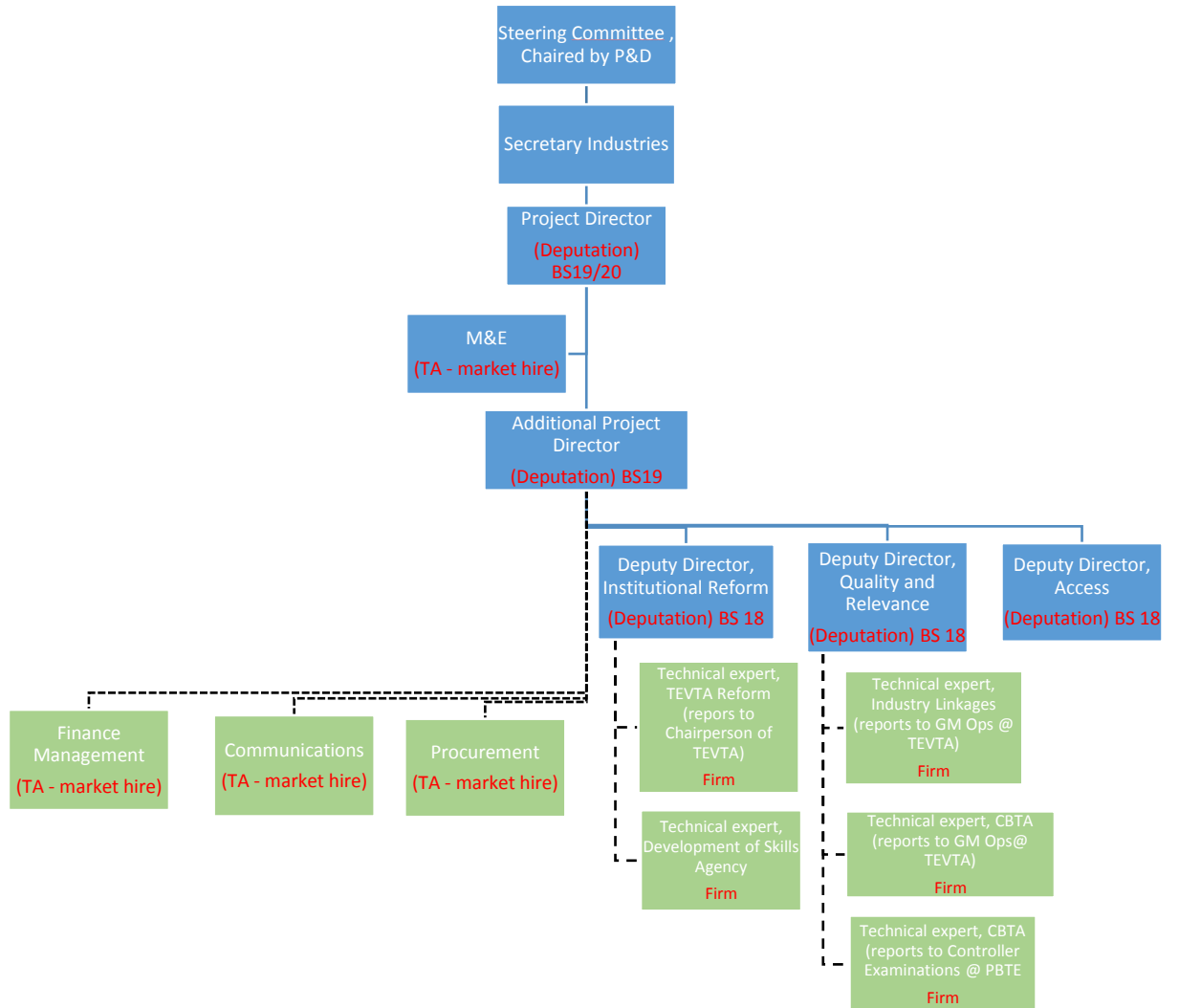
verified. To strengthen the sector M&E capacity, GoPunjab could use funds available under Component 2 of the Project.

The PIU under the Department of Industries will be responsible for oversight and coordination of monitoring and evaluation activities related to the Project. It will work with the relevant implementing agencies to ensure that complete and accurate information on project outputs and outcomes is collected and provided to all relevant parties in a timely manner. The M&E activities under the Project will include: (a) routine monitoring of project performance; (b) reporting on data necessary to monitor the Results Framework; (c) providing evidence for the DLIs; (d) carrying out project midterm and completion reviews; (e) coordinating surveys and evaluations as required during the Project lifetime; and (f) other relevant activities.

The PIU will have a designated M&E team, comprising two M&E officers/specialists to carry out the activities described above, and will report directly to the Program Director. Additionally, the PIU M&E team will coordinate with M&E units and focal persons in each implementing agency responsible for the achievement of the respective DLI to prepare reports on project progress based on the monitoring data/information received. Further detail is provided in Chapter Two on the responsibilities of the PIU M&E team and the various implementing agencies in terms of gathering evidence for and reporting on disbursement-related targets. At present, major implementing agencies, such as P-TEVTA, and PSDF, use their own management information systems (MIS) and conduct their own needs-based M&E activities. The level of MIS development varies from agency to agency, but all of the agencies collect basic information on student enrollment and pass-outs. The PIU M&E team will be responsible for ensuring timely and consistent information collection across the agencies. Further information on agency-specific responsibilities for monitoring and evaluation, by DLI, can be found in Chapter Two of this POM.

Specific independent third-party monitoring activities will be carried out through the course of the Project to verify results-based performance. These activities will include third party verifications of DLI achievement, evaluation of the Punjab Skills Agency structure, equipment and personnel; evaluation of Partnership Agreements; third party validations of enrollment and pass-out data, employment tracer studies; and other relevant studies. These activities will be coordinated by PIU M&E teams, and will be contracted out by the PIU in accordance with Bank Procurement Guidelines.

Annex One – Structure of Project Implementation Unit



Annex Two – Results Framework

Table 2.1. Monitoring Indicators (including DLIs)

Project Development Objective (PDO): The Project Development Objective (PDO) is to improve the quality, labor market relevance of, and access to skills training programs in priority sectors in the Punjab.												
PDO Level Results Indicators*	Core	Unit of Measure	Baseline FY 2015	Target Values**						Frequency	Data Source/ Methodology	Responsibility for Data Collection
				YR 1 FY 2016	YR 2 FY 2017	YR 3 FY 2018	YR 4 FY 2019	YR 5 FY 2020	Cumulative Targets by the End of the Project			
(1) Percentage of graduates employed ⁵² 6 months after completing training in market-relevant courses	<input type="checkbox"/>	%	Male: 50 Female ⁵³			M: 52 F:		M: 54 F:	M: 54 F:	Annual	PIU report based on MIS data of respective agency, which includes tracer studies	PSD F
(2) Established and functioning PSA	<input type="checkbox"/>	Text	Does not exist at the moment					A functioning PSA	A functioning PSA	Annual	PIU report based on agencies input	P-TE VT A, PBT E, TT B
(3) Number of students passed out from market-relevant courses	<input type="checkbox"/>	Number	All: 18,522 M: 15,276 F: 3,246	All: 4,000 M: 3,280 F: 720	All: 6,400 M: 5,248 F: 1,152	All: 8,000 M: 6,560 F: 1,440	All: 10,400 M: 8,528 F: 1,872	All: 11,200 M: 9,184 F: 2,016	All: 40,000 M: 32,800 F: 7,200	Annual	PIU report based on MIS data from PSDF	PSD F

⁵² Employed students include those who are wage employed, self-employed, working in family business, or daily labor.

⁵³ Baseline for female graduates will be available and updated in March 2015 after the finalization of the female tracer study on graduates.

INTERMEDIATE RESULTS												
<i>Strategic Area I: Strengthening the skills training system</i>												
Plan developed based on functional review of TTB and PBTE implemented according to plan	<input type="checkbox"/>	Text	Does not exist			Yes	Yes	Yes		Annual	PIU report based on information from the agencies	TTB, PBTE, PIU
P-TEVTA Institutional Development Plan Targets met	<input type="checkbox"/>	Text	Plan does not exist			Yes	Yes	Yes		Annual	PIU report based on information from P-TEVTA	P-TEVTA
<i>Strategic Area II: Improving quality and relevance</i>												
Number of CBTA curricula introduced	<input type="checkbox"/>	Number	0		3	8	16	30	30	Annual	PIU report based on information from P-TEVTA	P-TEVTA, NAVTTC
Number of institutions offering CBTA courses	<input type="checkbox"/>	Number	0		5	15	35	80	80	Annual	PIU report based on information from P-TEVTA	P-TEVTA, NAVTTC
Number of students passed-out from CBTA courses	<input type="checkbox"/>	Number	All: 0 M: 0 F: 0		All: 600	All: 1,800 M: 1,620 F: 180	All: 4,200 M: 3,780 F: 420	All: 9,600 M: 8,640 F: 960	All: 16,200 M: 14,580 F: 1,620	Annual	PIU report based on information from P-TEVTA and PVTC	P-TEVTA, NAVTTC

											MIS	A V T T C
Number of industry Partnership Agreements signed	<input type="checkbox"/>	Number	0		1	3	4	4	12	Annual	PIU report based on agreement signed	P - T E V T A
Number of students benefited from industry partnership agreement		Number	All ⁵⁴ : 0		25	125	275	375	800	Annual	PIU report based on MIS data from P-TEVTA	P - T E V T A
Employment rate ⁵⁵ of students benefited from industry partnership agreement (after 6 months)		%	Male: 50 Female:		M: 52 F:	M: 53 F:	M: 54 F:	M: 55 F:	M: 55 F:	Annual	PIU report based on MIS data	P - T E V T A
Employer satisfaction with graduates from programs which benefitted from CBTA packages and Partnership Agreements		%	CBTA: PA: To be conducted in the first year of the project once trades are identified					Baseline +5%		Annual	PIU report based on MIS data of respective agency	P - T E V T A a n d P I U
Strategic Area III: Increasing access												
Number of students enrolled in market-relevant courses ⁵⁶	<input type="checkbox"/>	Number	All: 23,152 M: 19,095 F: 4,057	A: 5,000 M: 4,100 F: 900	A: 8,000 M: 6,560 F: 1,440	A: 10,000 M: 8,200 F: 1,800	A: 13,000 M: 10,660 F: 2,340	A: 14,000 M: 11,480 F: 2,520	A: 50,000 M: 41,000 F: 9,000	Annual	PIU report based on MIS data from PSDF	P S D F

⁵⁴ The targets will depend on the nature of Partnerships agreement – some trades might not have female enrollment. The gender breakdown will be monitored during the life-time of the project, but the targets cannot be set before the trades are identified.

⁵⁵ Employment rate will be monitored only for students who were in pre-employment training, excluding workers who were in skills upgrading programs

⁵⁶ Additional number of students

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Table 2.2. Definitions and Description of Monitoring Indicators

<u>Project Development Objective (PDO):</u> The Project Development Objective (PDO) is to improve the quality, labor market relevance of, and access to skills training programs in priority sectors in the Punjab.	
PDO Level Results Indicators*	Definitions
(1) Percentage of graduates employed 6 months after completing training in market-relevant courses	<p>Market-relevant trades are the trades which are used in the following growth sectors as defined in the growth strategy: textile and garments, surgical instruments, sports goods, light engineering, agriculture, construction, automotive and transport, and ICT. PSDF has conducted sector studies for garments and construction, and is currently doing study on light engineering. The WB will help to conduct a sector study on ICT. In addition to growth sectors, PSDF has also conducted study on logistics sector, and is undertaking a study on furniture.</p> <p>Employed graduates are defined as graduates who are involved in the following income generating activities – wage employment, self-employment, working in family business, or daily labor. Percentage of graduates is calculated as ratio of students who are employed 6 month after completing training to students who graduated.</p> <p>The baseline is based on PSDF tracer study of Skills for Jobs 2012 scheme. The tracer study has been conducted for male graduates. Another tracer study for female graduates is being implemented and is expected to be finished by March 2014. The baseline will be updated then.</p> <p>To monitor this indicator two tracer studies (for men and women separately) will be conducted during the project cycle – in year 3 and year 5. PSDF will be responsible for contracting out the tracer study with TORs agreeable to the Association.</p>
(2) An established and functioning PSA	<p>At the baseline, the assessment functions are carried out by two agencies, TTB and PBTE. The end of the project target is to have a functioning single testing authority the PSA. The PIU will provide the evidence. The functioning single testing authority is defined as follows: (i) This is a single authority in Punjab which conducts course accreditation and certification and issues the regulations about how courses should be certified; and (ii) the Authority is considered functioning when the structure of the authority is in place; there is OM and HR development plan, the critical staff as described in those plans is appointed; the PSA accredits courses and issues the certificates. In FY 2020 an evaluation of PSA functioning, including, structure, equipment and personnel, will be implemented by the third party according to the TOR</p>

	acceptable to the Association using TA funds.
Number of students passed out from market relevant courses	Pass-outs are defined as students who received a certificate upon completion of training from training provider which received funds from the PSDF under this project. Market relevant trades are defined as those which are relevant for the priority section identified in Punjab Growth Strategy (e.g. apparel, textile, light engineering, and construction). PSDF sector studies (acceptable to the Association) will be used to define market relevant trades.
INTERMEDIATE RESULTS	
<i>Strategic Area I: Strengthening the skills training system</i>	
Plans developed based on functional review of TTB and PBTE implemented according to plan	PIU will be responsible for providing evidence on functional review and implementation of the plan as described in the DLI protocols.
P-TEVTA Institutional Development Plan Targets met	PIU will be responsible for providing evidence implementation of the institutional development plan as described in the DLI protocols.
<i>Strategic Area II: Improving quality and relevance</i>	
Number of CBTA curricula delivered	A CBTA curriculum is one that has been formally approved by NAVTTC as being competency-based. Approval will be evidenced by the availability from NAVTCC of the full CBTA package, including the curriculum, performance standards and assessment instruction, and teaching-learning materials (TLMs).
Number of institutions offering CBTA courses	An institution may deliver one or more courses, as long as in any given year there is at least the number of such institutions as specified in the target value. The delivery of a course will be evidenced by the issue of nationally recognized CBTA certificates to the graduates of the course.
Number of students passed-out from CBTA courses	A passed-out graduate is a person who has completed a course using a CBTA curriculum and who has been certified by an assessor registered with the relevant authority to assess CBTA course graduates. The certification will be evidenced by the recognized certificate for that course. The relevant authority will be the TTB, PBTE or PVTC until such time that the authority specified under DLI1 becomes the relevant authority. It is assumed that pass-out rate for students from CBTA courses would be 80% (equivalent to current pass-out rate of students from PSDF courses)
Number of partnership agreements signed	P-TEVTA is responsible for working with the industry to develop the partnership agreements as described in the DLI protocol.
Number of students benefited from industry partnership agreement	Number of students benefiting from the partnership agreement is equivalent to number of students enrolled in trades/courses which are covered by the partnership agreement. The targets are based on the assumption that each partnership agreement will be

	<p>related to at least one trade, the completion of the course in this trade will take 6 month, course would be run twice a year, and 25 students would be enrolled in a course. It is assumed that the partnership agreement would be signed for at least 2 years. It is also assumed that in year 2 of the project at least one course will be completed.</p> <p>Thus, in year 3 of the project additional 50 students would benefit from the agreement signed in year 2, and 75 students would benefit from the 3 agreements signed in year 3. Similar logic applies to other years. The enrollment will be monitored by gender, the targets would be established during the project cycle once the trades for the partnership agreements are identified.</p>
Employment rate of graduate benefited from industry partnership agreement (after 6 months)	<p>The employment rate of graduates will be monitored only for the graduates who participated in the pre-employment training, excluding graduates who participate in partnerships agreements related to skills-upgrading programs for existing workers. The employment will be monitored by gender; the targets would be established during the project cycle once the trades for the partnership agreements are identified.</p> <p>The baseline is based on the PSDF tracer study of Skills for Jobs 2012 scheme.</p> <p>The partnership agreement will include the clause that the institutions which participate in the agreement should track the pass-outs.</p>
Employer satisfaction with graduates from programs which benefitted from CBTA packages and Partnership Agreements	<p>A baseline study will be conducted in year 1 of the project once the trades for CBTA and Partnership Agreements are identified. The second employer satisfaction study will be carried out at the end of the project. PIU will be responsible for contracting out the employer satisfaction survey with TORs agreeable to the Association.</p>
<i>Strategic Area III: Increasing access</i>	
Number of students enrolled in market relevant courses	<p>Enrollment is defined as total number of new students enrolled in a course provided by a training provider which receives funds from the PSDF under this project. Market relevant trades are defined as those which are relevant for the priority section identified in Punjab Growth Strategy (e.g. apparel, textile, light engineering, and construction). PSDF sector studies (acceptable to the Association) will be used to define market relevant trades.</p>

Chapter 4: Financial Management

Please refer to Annex 1, which pertains to Financial Management rules at P-TEVTA, and assessed as adequate by the Association.

Chapter Five: Procurement

1. **Procurement Activity.**

- 1.1 All procurements must have been mentioned in the Project's procurement plan. Any activity to be approved by the Bank before initiation.
- 1.2 The PIU Director (responsible for project implementation) will oversee all Procurement-related activities and steps of the procurement cycle from preparation of Procurement Plan to final delivery of Goods/services and payment to the vendors and consultants or consulting firms.
- 1.3 A needs assessment committee consisting of core PIU staff will evaluate every procurement activity included in the procurement plan. The committee will be appointed by the PIU Director and will include representation for the activities of each sub-component of Component One.

2. **Procurement Committee.**

- 2.1 A Procurement Committee of the Project will be appointed by the Project Director. It will be primarily responsible for evaluating bids in a specific number of days to be agreed upon with the Association after proposal or bid submission.
- 2.2 The Procurement Committee will be consist of at least three members of Project Implementation Unit.
- 2.3 Following are the members of the Procurement Committee.
 - a. A Deputy Director (Convener). Nb. It may be any one of the three deputy directors for Institutional Reform, Quality and Relevance, or Access.
 - b. Procurement Specialist (Member)
 - c. MIS Officer (Member)

3. **Procurement Planning.**

- 3.1 The Procurement Plan will be made and regularly updated according to the work plan of the project and in consultation with relevant project staff.
- 3.2 Estimates and packaging of various good/services will be made after thorough market surveys, as required
- 3.3 Time line for supplies of good/services will be determined after consultation with relevant Project staff and availability of goods/services.
- 3.4 Procurement Specialist will be responsible for posting the Procurement activity on the websites of the PSDP, PPRA and the DoICI.
- 3.5 Procurement Plan to be reviewed and approved by the Bank before implementation.
- 3.6 Progress of Procurement Plans will be monitored by the Project Director regularly and deviations should be rectified immediately.

4. Preparation of Procurement Documents.

- 4.1 The Procurement Specialist will be responsible for preparing detailed specifications of Goods/services, working in close collaboration with the relevant technical officer working in the employ of the project.
- 4.2 Procurement Specialist will be responsible for preparing detailed tender documents for Goods/services (where required e.g. NCB) within seven days of receipt of Purchase Request.
- 4.3 Advertisement will be prepared/designed by Procurement Specialist which will be shared with the Procurement Committee for their advice/amendments. The advertisement will be shared with the Project Director for approval. Once approved by Project Director, the Procurement Specialist will arrange for its advertisement in at least two national daily newspapers and on the websites of the PSDP, the PPRA and the DoICI. All activities subject to international advertisement (ICB and QCBS) will be posted on UNDB.
- 4.4 30 days will be given to bidders for submission of Bids from vendors for the procurement undertaken for NCB-related procurements.
- 4.5 In the case of shopping method, the Procurement Specialist will be responsible for preparing Request for Quotations (RFQs) within seven days of receipt of Purchase Request. The Procurement Specialist will be responsible for sending RFQs to at least three potential suppliers/vendors. RFQs will be sent through emails, fax, post or direct etc.

5 Evaluation of Bids/Selection of Vendors.

- 5.1 Received Bids/Quotations should be opened in the presence of members of the Procurement Committee within three days.
- 5.2 In NCB-related procurements, all submitted Bids will be opened on same day and time in the presence of all members of the Procurement Committee.
- 5.3 The Bids/Quotations will be signed by the members of Procurement Committee.
- 5.4 No negotiation will be made with the vendors after receipt and opening of the Bids/Quotations.
- 5.5 Procurement Specialist will be responsible for preparing Evaluation/Comparison Sheet within one week of the opening of the Bids/Quotations.

- 5.6 The Procurement Committee will recommend the acceptance or rejection of the vendors/consultants on the basis of cost, quality and lead time.
- 5.7 In case of rejection of all Bids, the World Bank's No Objection will be required.
- 5.8 All the members of the Committee will sign the Minutes of the Procurement Committee.
- 5.9 Minutes of bid or proposal opening will be recorded and signed by all participants.
- 5.10 Ensuring the confidentiality of evaluation process is the responsibility of the Procurement Specialist. For any information leaks the responsible staff will be held accountable.
- 5.11 Evaluation Process will be concluded within the original bid or proposal validity and extensions will be requested only in exceptional cases.
- 5.12 Procurement Committee will recommend Vendors/Consultants for approval.
- 5.13 Project Director will give final approval or otherwise to the recommendations of the Committee.

6 Award of Contract.

- 6.1 Contract will be awarded to the successful bidder within the period of validity of the bids/quotations.
- 6.2 The contract will clearly mention the name and address of the successful bidder.
- 6.3 The contract will mention the goods/services to be delivered.
- 6.4 The contract will mention the money amount of the transaction.
- 6.5 The contract will be signed by both the Representatives of supplier and the project.
- 6.6 The award of contract, Bid evaluation Report and the approved Procurement Plan will be displayed on the project website.
- 6.7 Delays in contract award should be avoided and to be recorded with clear rationale in documentation.

7. Rejection of Bids and re-invitation of RFQs .

7.1 In case of rejection of the Bids/Quotations the process will be reinitiated by Procurement Specialist.

7.2 Procurement Specialist will be responsible for drafting Minutes of the Procurement Committee.

7.3 Bank's no objection is required for rebidding or re-invitation

8. Purchase Order and Contract Management.

8.1 After approval of PIU Director for a Purchase/Supply Order to be issued to successful vendor, the Procurement Specialist will be responsible for signing of contract agreement with successful vendor/vendors.

8.2 Procurement Specialist will be responsible for contract management in order to ensure the timely delivery of goods/materials and payments as per the conditions of the Contract.

8.3 The terms of contract must also have the clauses mentioning penalties to be imposed on both the parties in case of not fulfilling the conditions of the contract.

8.4 Each Purchase Order/Contract agreement will be posted on the PSDP website.

9. Receipt of Goods.

9.1 The Procurement Specialist of the PIU will be responsible for receiving the goods delivered at specified location.

9.2 The Procurement Specialist of the PIU will be responsible for preparing Goods Received Note (GRN).

9.3 As soon as the Goods are received, asset tagging should also be done on every item procured under Bank's funding and an asset register will be maintained with asset tag code, description, location etc.

10. Verification of Goods.

10.1 The Goods will be verified by the Procurement Specialist and, in the case of technically complex goods (e.g. IT equipment), as well as by a relevant PIU staff member (e.g. the staff member responsible for IT maintenance). The other relevant staff member will be appointed by the PIU Director, in those cases where a second, technical opinion is required.

10.2 The quality of goods/services will be verified and reported in writing by the Procurement Specialist and, where applicable, the other PIU staff member

within a specific number of days of the delivery to be agreed with the Association.

- 10.3 Those verifying the goods will be responsible for verification of the supplied Goods/Materials as per the specifications given in Purchase Order/Contract Agreement etc.

11. Mode of Payment.

- 11.1 Procurement Specialist will be responsible for verifying the invoices.
- 11.2 Procurement Specialist will be responsible for sending the invoices along with complete documents to Finance Department for payment.
- 11.3 In majority cases payments will be made after delivery and verification of Goods/Services. However in some cases payments will be made in advance after approval of PIU Director.
- 11.4 Finance Specialist will be responsible for checking the entire documents. If there are any deficiencies, the documents will be returned to the Procurement Specialist for completion.
- 11.5 Finance Specialist will be responsible for deducting all the applicable taxes as per prevailing Government policies.
- 11.6 Finance Specialist will ensure that payment is made to vendor/consultant within one week.
- 11.7 Payment to the vendor will be made through Crossed Cheque.
- 11.8 Payments should be made as per the time mentioned in contract for avoiding interest on delayed payments.

12. Complaints Redressal Mechanism.

- 12.1 Complaints regarding any procurement activity, the complaint will be addressed to PIU Director.
- 12.2 The complaint can be submitted through Phone, letter or email.
- 12.3 A Complaints Redressal Committee consisting of Project Director and two Deputy Directors will examine and resolve all complaints submitted.
- 12.4 The complaint will be required to be resolved within 15 days of receipt of the complaint. The decision of the Complaints Redressal Committee will be final.
- 12.5 Any complaint on Bank's funded activity should be forwarded to the Bank on priority. Response to complainant should also be copied to the Bank

13 Record Keeping

- 13.1 Procurement specialist will be responsible for maintaining the all procurement record
- 13.2 Confidentiality and authorized access will be ensured by Procurement Specialist

- 13.3 Record safety mechanism will be in place for any loss and damage like having secure fire proof cabinets.
- 13.4 A list of authorized person to access Procurement record will be approved by the Project Director
- 13.5