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# GENDER MAINSTREAMING STRATEGY

Sindh Technical Education &  
Vocational Training Authority



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**Karachi, Pakistan**

**October, 2021**

# List of Acronyms

<b>CEDAW</b>	Convention on the Elimination of all Forms of Discrimination Against Women
<b>CBO</b>	Community Based Organization
<b>CBT</b>	Competency Based Training
<b>CCJP</b>	Career Counselling and Placement Centre
<b>CCI</b>	Chamber of Commerce & Industry
<b>CVT</b>	Cooperative Vocational Training
<b>DAE</b>	Diploma of Associate Engineers
<b>DBOM</b>	District Boards of Management
<b>EE</b>	Electrical Engineering
<b>FGD</b>	Focus Group Discussion
<b>FPCCI</b>	Federation of Pakistan Chamber of Commerce and Industry
<b>GIBCE</b>	Government Institutes of Business & Commercial Education
<b>GMI</b>	Government Monotechnic Institute
<b>GPI</b>	Government Polytechnic Institute
<b>GTC</b>	Government College of Technology
<b>GTC(W)</b>	Government College of Technology for Women
<b>GVC</b>	Government Vocational School
<b>GVI</b>	Government Vocational Institute
<b>GVTC</b>	Government Vocational Training Centre
<b>GVTI</b>	Government Vocational Training Institute
<b>HR</b>	Human Resource
<b>HSSC</b>	Higher Secondary School Certificate
<b>IT</b>	Information Technology
<b>IMC</b>	Institute Management Committees
<b>JPO</b>	Job Placement Officer
<b>KCCI</b>	Karachi Chamber of Commerce and Industry
<b>KI</b>	Key Informant
<b>KII</b>	Key Informant Interview
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MNC</b>	Multinational Corporation
<b>MOU</b>	Memorandum of Understanding
<b>NAVTTTC</b>	National Vocational and Technical Training Commission
<b>NGO</b>	Non-Governmental Organization (NGO)
<b>NIC</b>	National Incubation Centre
<b>NSIS</b>	National Skills Information System
<b>NVQF</b>	National Vocational Qualification Framework
<b>OJT</b>	On-the-Job Training
<b>PI</b>	Polytechnic Institute
<b>PWDs</b>	Persons with Disabilities
<b>SDGs</b>	Sustainable Development Goals
<b>SMEs</b>	Small and Medium Enterprises

<b>SMEDA</b>	Small and Medium Enterprises Development Authority
<b>SOPs</b>	Standard Operating Procedures
<b>STEVTA</b>	Sindh Technical Education and Vocational Training Authority-Full name
<b>TEVTA</b>	Technical Education & Vocational Training Authority
<b>TNA</b>	Training Need Assessment
<b>TVET</b>	Technical and Vocational Education and Training
<b>VTI</b>	Vocational Training Institutes
<b>VTIW</b>	Vocational Training Institutes for Women
<b>VTTIW</b>	Vocational Teacher's Training Institute for Women
<b>WCCI</b>	Women Chamber of Commerce & Industry

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# Executive Summary

For centuries, the women in Sindh have been contributing indirectly to the economy by working in horticulture and agriculture sectors alongside their men. However, in the last few decades, a shift in the pattern of employment has occurred as more women are entering the formal employment sector due to technological advancements and increasing focus on technical education. Majority of the employed women contribute to home-based embroidery, hospitality, education, office and management, call centers, and beauty parlors. A limited number of educated women work in public sector, mostly health care and education.

However, the gender gap in the workforce is still very high and a lot more is needed to do to narrow the gap. Huge potential remains untapped in various fields where interventions are required so that more women contribute to the national economy. Rigid social norms, lack of awareness about technical education, the use of technology and modern tools are important factors which restrict women access to new knowledge and opportunities. Formulation of the strategy paper is an attempt to address the gender gaps and related challenges in the public sector organization, like Sindh Technical and Vocation Education Training Authority (STEVTA).

Though, these organizations are heavily mandated to address the barriers which restrict access, opportunities and benefits of its services and products. Still their struggle to streamline the process as many of their key strategic documents including vision, mission, recruitment, progression policies are either gender blind or neutral. As result the policies fail to acknowledge the existence of gender differences and its impact on men, women, people with disabilities and other genders. Several important decision-making systems and structures such as the Board of Governor, administrative and finance committees lack women representation. For all these reasons, the Gender Mainstreaming Strategy suggests improvements and concrete actions for Sindh TEVTA.

Sindh TEVTA has been very active in improvising its internal mechanisms and systems to ensure gender mainstreaming and have conducted several capacity building programmes, for its senior officials. However, the efforts need to continue as still there is lack of clarity amongst many of the employees about gender mainstreaming. Awareness is also needed across all regions, principals, teachers and students at all institutes across Sindh that they have a committee which can be accessed and reached out to in case any gender harassment or related issue arises. Much of data in the organization is not reported gender-wise, albeit this being key to analyze the situation. It is highly recommended to report all data segregated gender wise.

Women representation amongst general employees, board and even colleges/instates is very low. A general overall average of only 14 % women in the entire STEVTA is alarming for a country where women population is more than 50 percent now. Clear target-oriented remedial measures are highly recommended here - including fixing a quota of 25 % for women, mentioning that women are encouraged to apply in all job opportunity

advertisements, promoting a women-friendly infrastructure and culture, and ensuring women representation in selection boards and key decision making. These actions are needed in all regions and institutions across Sindh.

In rural settings more, aggressive efforts such as community mobilization and career counselling are needed to encourage female enrollment, establish gender friendly incubator zones for easy access to market and business opportunities for trained students. A recommendation is to only accredit institutes which are gender-friendly and comply with suggested women related facilities.

However, 17 key recommendations are given in the guiding document based on the key principles of establishing gender-friendly infrastructure, strengthen a gender cell, ensure transparent decision making, equal representation of women in all cadres, committees, boards, equal access to information and physical facilities, gender-friendly leadership and vision, enhance understanding of gender, use gender segregated data reporting and ensure gender readiness at grassroot levels (regions and institutes).

Practically making these changes can take time, so step by step STEVTA once fully ready convert this guideline into an action plan. Provided financial and human resources are available, the gender action plan (GAP) then can be executed and monitored just like other key operations of organization till key gender results are not achieved.

## Purpose

The TVET policy sets out clear policy directions and guidelines for the federation to advance TVET in Pakistan. To roll out policy guidelines, TVET Policy implementation plans are developed at federal and provincial levels with the support of TVET SSP.

The purpose of this key document is to develop gender mainstreaming strategy for Sindh TEVTA. Sindh TEVTA (refers to as STEVTA) is a provincial government authority established in 2010. STEVTA is mandated to streamline, upgrade, regulate, manage technical education and vocational training in the province of Sindh, in line with the national and the international job market requirements for greater employability of the youth of Sindh.

Gender is a cross-cutting theme in the Sindh TVET Sector Support Programme and inclusion of women and all genders in this programme is critical for success of this programme. The TVET SSP team has been working for several years with STEVTA not only in the head office in Sindh but also in field. To drive the gender activities further, the programme in close coordination with the STEVTA senior management decided to formulate a gender guideline. This document is thus based on a series of tools, research, Key Informant Interviews (KII) and discussions to devise a gender strategy for STEVTA.

## Scope

The scope of this gender mainstreaming strategy is to support STEVTA and its regional offices in identifying and designing interventions to ensure gender mainstreaming at policy and operational level. The gender mainstreaming strategy outlines key recommendations to integrate gender and fill gaps via suggested plans and recommendations.



## Beneficiaries

The key beneficiaries of this guiding document are STEVTA employees and its management including regional staff, principals and teachers. However, it directly relates to the youth, including female and male students across Sindh region, their parents, academia, and industry. Further beneficiaries include NAVTTC, Business Industry Associations (BIAs) and local chambers of commerce.

# Background and Introduction

Gender equality and improved women's employability sits at the core of the TVET reforms that the program supports. For this purpose, a gender mainstreaming concept note has been prepared, which elaborates in detail what can be done at which level to achieve gender equality and sustainability in the TVET reforms in Pakistan. Women represent 49% of the total population (Pakistan Bureau of Statistics 2017) yet their participation in the formal labor market is only 24%. There are over 2,000 TVET institutions for women in the country, where only 36% of women acquire competencies in formal TVET programs (DOA 2016). Still the employability of these skilled women is a big challenge.

Deep-rooted patriarchal values, lack of women specific policy framework and a number of researches that TVET SSP has facilitated Govt. of Pakistan in formulating its first TVET policy, "TVET ROAD MAP", which has been endorsed by the cabinet in May 2018. The TVET policy sets out clear policy directions and guidelines for the federation to advance TVET in Pakistan. To roll out policy guidelines, TVET Policy Implementation plans are developed at federal and provincial levels with the support of TVET SSP.

## Pakistan TVET Sector

Technical and Vocational Education and Training (TVET) is vital for the development of any country as it helps develop industry and economy.

The National TVET Policy of the government of Pakistan 2015 outlines five principles which overall guide the initiatives of skill development in Pakistan stating its integration, private sector engagement, ample financing, collaboration, and on-going reforms. However, inclusion overreaches all the five principles. There is strong need for inclusion of these principles for gender-TVET equality. Women and special people participation have always been low in the sector. The reasons are numerous ranging from social and religious issues to stereotyping working women especially in technical field.

Realizing this a decade long effort is put into place by different actors in the TVET ecosystem a few of the key women-specific initiatives taken at national and provincial level within the TVET sector are briefly stated below:

- National Vocational and Technical Training Commission (NAVTTTC) has been created to look after matters related to TVET at national level.
- Under the Prime Minister's Youth Loan Schemes, share of women is set at 50 percent<sup>1</sup>.
- Waseela-e-Rozgar (Technical & Vocational Training) program has been launched under BISP, which has set a target of imparting vocational training to 150,000 women and each beneficiary to get a monthly stipend of Rs 6,000 during the training period<sup>2</sup>.

<sup>1</sup> Pakistan Economic Survey 2017-18, p. 184

<sup>2</sup> Pakistan Economic Survey 2017-18, p. 184

- The Ministry of Zakat & Ushr (MOZU) Islamabad awards scholarships to deserving students of TVET<sup>3</sup>.
- NVQF: National Vocational Qualification Framework (NVQF) is an initiative which is meant to standardize vocational qualifications. KI-1 of Punjab highlighted that “NVQF is to bring all vocational institutes under the same umbrella”.
- The federal government has fixed 10% quota for women in employment<sup>4</sup>.
- The TVET Sector Support Programme (SSP) being implemented by the GIZ. The Programme has supported NAVTTC in many areas. One of the notable outputs is the establishment of the National Skills Information System (NSIS)<sup>5</sup>.
- All provincial governments have set up provincial authorities (Technical Education & Vocational Training Authorities, TEVTAs) to promote technical and vocational education.
- Besides, there are many other initiatives taken by the provincial governments, such as Punjab Vocational Training Council (PVTC), Punjab Information Technology Board (PITB) etc.

## Sindh TVET Sector – with a gender lens

Sindh is the third largest province of Pakistan by area and 2<sup>nd</sup> largest by population. Out of an estimated total population of 49 million, more than 49 percent are women, however their contribution in job market is very low.

### Pakistan Labor Force Survey (2017-18) Civilian Labour Force – Pakistan and Provinces

Province/Area	Labour Force					
	2014-15			2017-18		
	Total	Male	Female	Total	Male	Female
<b>Pakistan</b>	<b>61.04</b>	<b>46.38</b>	<b>14.66</b>	<b>68.50</b>	<b>59.74</b>	<b>14.76</b>
Rural	41.95	29.70	12.35	42.91	31.21	11.70
Urban	19.09	16.68	2.41	22.59	19.53	3.06
<b>KP</b>	<b>6.60</b>	<b>5.31</b>	<b>1.29</b>	<b>7.72</b>	<b>6.45</b>	<b>1.27</b>
Rural	5.40	4.26	1.15	6.30	5.19	1.11
Urban	1.20	1.05	0.15	1.42	1.26	0.16
<b>Punjab</b>	<b>36.92</b>	<b>26.28</b>	<b>10.64</b>	<b>39.98</b>	<b>28.76</b>	<b>11.22</b>
Rural	26.25	17.29	8.96	26.81	17.74	9.07
Urban	10.67	8.99	1.68	13.17	11.02	2.15
<b>Sindh</b>	<b>14.31</b>	<b>12.19</b>	<b>2.12</b>	<b>15.19</b>	<b>13.17</b>	<b>2.02</b>
Rural	7.83	6.22	1.61	7.84	6.51	1.34
Urban	6.48	5.97	0.51	7.35	6.66	0.68
<b>Balochistan</b>	<b>3.21</b>	<b>2.60</b>	<b>0.61</b>	<b>2.61</b>	<b>2.37</b>	<b>0.24</b>
Rural	2.47	1.93	0.54	1.95	1.77	0.18
Urban	0.74	0.67	0.07	0.66	0.60	0.06

A review of the Pakistan Labor Force Survey (17-18) shows that female participation in Sindh in employment has reduced since the last survey (14-15). Women only constitute 13 % of the entire workforce. Interestingly, the figures even discover a gap between urban and rural women, as the ratio of urban women in workforce is less than that of rural women. In total around 0.31 million females were unemployed in 2017-18 in Sindh: 41% in rural areas

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

4 Pakistan Economic Survey 2017-18, p. 183

5 <http://www.skillingpakistan.org>

and the remaining 59% in urban areas<sup>6</sup>. In other words, a large number of them are available for vocational training.

On an overall basis, the demand of the workforce in the province is 105,268. Jobs are mainly concentrated in four sectors manufacturing (79,560), services (13, 815), construction (8,670) and energy (3,223)<sup>7</sup>.

## Women Participation in Sindh TVET

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

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

## A Methodology and Design

The primary function of STEVTA is to manage and regulate technical and vocational training in the province in close coordination with the industry. STEVTA acts as a custodian for public institutions in addition to regulating the private sector institutions in the province.

Sindh has a total of 252 public institutions, 44% has female representation and 56% are male institutes. There are 74 Technical Institutes, 40 Commercial Institutes and 138 Vocational Institutes (40% are vocational school).

But like other regions of Pakistan, most of the vocational institutions have a women dominance, while most of the technical institutions have higher number of males. Women tend to attend vocational training more than technical training.

The gender mainstreaming strategy of STEVTA aims to address the following:

- a) Review STEVTA's Act and legal framework
- b) Rules of Business
- c) Grievance and harassment redressal systems
- d) JDs and career progression system especially with a perspective of female inclusivity
- e) Gender- and TVET-related data collection and analysis from NSIS
- f) Develop questions, discussing points to conduct FGDs around gender inclusivity with
  - i. HR and Operations Team
  - ii. Senior management including directors
  - iii. The gender focal person
  - iv. Sr. management of NAVTTC Sindh

<sup>6</sup> Derived from Pakistan Labour Force Survey 2017-18

<sup>7</sup> Skills Gap Analysis Sindh, 2018, available at [http://tvetreform.org.pk/wp-content/uploads/downloads/governance/Skill%20Gap%20Analysis%20\(Sindh\).pdf](http://tvetreform.org.pk/wp-content/uploads/downloads/governance/Skill%20Gap%20Analysis%20(Sindh).pdf)

- g) Conduct consultative workshops involving all relevant stakeholders (STEVTA, NAVTTC, Business Trade Associations, IMCs, provincial institutes and law department) to take their input in designing and framing a gender mainstreaming policy
- h) Prepare and share draft gender mainstreaming strategy including action plan

The organization lacks a proper HRD policy with little or no listing of documented job description. Also, no detailed career plan exists in STEVTA. Following the government standard Annual Confidential Report (ACR), which comes with lot of constraints, the employees are promoted as per government procedures. The procedures apply equally to all genders irrespective of any specific needs.

The organization has some permanent government employees that may bring a redundancy to the required skills set, especially with qualifications and requirements with industry needs. But since a formal competency based appraisal system is non-existent, these employees are still promoted as per provincial government rules and procedures.

3 FGDs and two (2) KIIs were conducted in Sindh (at Karachi) and one consultative workshop was organized for formulating the gender policy of STEVTA. A total of 40 participants were consulted in the sessions. The details of these sessions are as below:

- a) Session 1. Assistant Directors of STEVTA
- b) Session 2. Directors of STEVTA
- c) Session 3. Gender Focal Person
- d) Session 4. Consultation session with principals of colleges, MIC, Private sector rep and sr. mgt of STEVTA and NAVTTC
- e) Session 5. Sindh NAVTTC Sr. Management

Although the review of various organizational documents and policies was done keeping in mind the neutral global gender lens, the overall activity is designed as a participatory gender assessment and policy formulation exercise.

Two renowned frameworks /models were used to assess the level of gender mainstreaming in the organization. Also, all the frameworks when developed into questions, these were customized based on the target audience being consulted for the sessions.

One of the frameworks used is a ILO general framework model that analyses an organization in terms of its policies, procedures, practice, personnel, and its various programmes/initiatives.

The other framework used in this exercise was of adopted from the InterAction's Commission on the Advancement of Women. That framework is based on factors like technical capacity, organizational culture and accountability. The details of this framework can be seen below:

**GENDER INTEGRAL FRAMEWORK**

**POLITICAL WILL**

Top-level leadership/managers (publicly) support the issue of gender equality and follow up its implementation. Reflects in staff time and financial resources, institutionalised policies and procedures to mainstream gender, e.g. gender policy, budget allocations, showing public support in speeches and written communication, etc.

**TECHNICAL CAPACITY**

Staff skills in gender analysis.

**ORGANIZATIONAL CULTURE**

Gender balanced staff and governance structure.

**ACCOUNTABILITY**

*"Shows if we are walking the talk"*

Adoption of systems for gender disaggregated data.

Equal valuing of women and man in the workplace.

Set and assess annual targets for implementation of gender strategy.

Development of gender sensitive tools and procedures.	Patterns of behavior and codes in organisations.	Incentives and rewards.
	Communication on gender equality.	Gender equality as part of job descriptions, work plans, and performance assessment.
<i>Adopted from InterAction's Commission on the Advancement of Women</i>		

## Questionnaires Prepared:

Four different types of questionnaires were prepared for different kinds of audience. These include discussion points for operational staff of STEVTA, gender focal person, senior management of STEVTA and principals, and key stakeholders. Detailed questionnaires were prepared keeping in mind both the frameworks used and customized contextually keeping in mind the regional and public sector environment.

Later on, the data for gender assessment and policy formulation of STEVTA was collected through a review of the organizational documents that include its Act of Formation, Rules of Business of STEVTA, Amendments to STEVTA Authority Act, its service rules, Board composition and latest board meeting, organogram and organizational structure of the organization.

One-on-one interviews with the key staff of entire STEVTA were held. These included the staff of HR and operations – both middle and top management, FGD interviews with the technical, operational and the gender focal person.

In addition, a consultative workshop was organized on Oct 20, 2020 which was attended by more than 15 key stakeholders from different institutions of Karachi. KII with the DG NAVTTC Sindh along with senior staff members was also conducted held on Oct 21, 2020.

# STEVTA Gender Strategy

STEVTA staff – especially in HQ is sensitive to gender. Several trainings have been organized by GIZ in the past. The training not only encompassed Karachi-based staff but also addressed all regions where staff of institutes were also engaged via training of trainers.

Management seems committed and appreciates the gender and inclusive approach. Being the first in the country to provide access to its employees for developing gender mainstreaming strategy is an important step towards that.

The NAVTTC regional office Sindh had been very active in increasing women's participation in TEVT and it has direct/ indirect positive effects on the enrollment of women in various technical trainings. An interesting finding is that out of CBT implementation institutes, the share of women institutes was 60 %.

Some of the women institutes are headed by visionary women who set a mark of excellence for other principals. The STEVTA management is appreciative of such women principals and believes that institutes lead by women are performing way better in terms of enrollment, teacher attendance, student performance and industry coordination.

- 46 % of institutes are totally dedicated for female while 54 % are male institutes. Most of institutes allow women students as well but this is not the case with women-only institutes, so they have a benefit to enroll in any institute nearby.

Yet there are still many gaps which were identified during the key informant interviews, focus group discussion and meetings with junior as well as senior management of STEVTA. The following section outlines the key recommendations and then discusses each recommendation in detail. The gender guideline is a long term strategic document but for any public sector progressive organization the process of implementation may take time. Based on experience, it can be stated that STEVTA can achieve the following in a time span of 3 to 5 years, considering short term goals in 3 years and others in 5- years. A draft gender action plan is also proposed in this guideline in there as a ready reference for STEVTA management. However, a specialized gender task force may be staffed to expedite this task that can work as gender cell of STEVTA.

# Key Recommendations

In the following section recommendations are suggested to Sindh TEVTA, to ensure gender mainstreaming measures within the organization and its operations. All these recommendations are based on the discussions and feedback received during the FGD's and KII.

## Organizational

- Revise STEVTA Mission and Vision
- Gender balance key STEVTA strategic documents
- Promote open and transparent gender friendly decision-making environment
- Strengthen women institutes/regional offices across Sindh
- Establish women-friendly infrastructure/physical facilities - day care
- Ensure an inclusive /all access approach to all offices
- Provide safe transport and safe and secure environment for females in all institutes.

## Technical

- Strengthen the Gender Committee/ Harassment Cell
- Increase /enhance Understanding of Gender Mainstreaming
- Do mass media campaigns to ensure women engagement in all fields.
- Report gender-segregated data

## Accountability

- Gender balance: ensure women representation in all cadres
- Establish and develop more women enterprise center/buffer/incubator zones.
- Enhance career counselling and community mobilization in the field for females  
Develop industry collaboration to enhance women participation.
- Establish minimum benchmark based on gender-friendly facilities for each institute.

## Leadership and Vision

Revise STEVTA Mission and Vision - attune to gender-neutral - at least, if not gender-friendly.

- Revise organization vision and mission to ensure inclusion of all genders (male, female, others), differently enabled persons and other minorities.



- Take proactive action to increase women representation in leadership roles, board, and important industry committee. To start with a percentage of 25 % is to be set as a target in all leadership committees.

## Current Vision and Mission Statements

### Vision

To develop qualitative of workforce meeting local and international labor market needs by ensuring excellence in training through research & development, effective management, and regulation of TEVT setup in the Province.

The vision and mission statements are gender-blind as these reference to human resource and work force or youth with no special reference to men or women.

Policy inertia: A very common practice that appears while discussing the gender and inclusivity issue is that organizations (and decision makers) believe that there is no discrimination in any policy. There is a common belief that the present policy covers all gender concerns well. However, this reflects the lack of clarity about what exactly gender mainstreaming is and how it can affect employees. The similar policy inertia is observed at STEVTA. The good part is that apparently the whole management is ready to aspire for the change. This is a great starting point that needs to be put in practice.

## Strategic Documents

### Gender Balance key STEVTA Strategic Documents

The Sindh Technical Education and Vocational Training Authority Act and Rules of Business are the key documents in any organization. The overall direction of all the strategic guidelines, decisions, board composition and mode of operations is defined in there. During the gender strategy development exercise both these documents are reviewed from the gender lens and it is strongly suggested to gender-neutralize these documents.

### STEVTA Act 2009

For reference please see [Annex A]

### Act Review

STEVTA Act was formulated back then considering that only men will work in this organization. The certain clauses in it mention workmen as a general terminology (para 2-f, for example). Little or no care is given to ensure inclusion of all genders when mentioning a position of power and leadership. The composition of board is all based on designation. The Board of Governors (BoG) is the prime body for decision making, and women should be integral part of this body, not only by the virtue of their designation, but also by their gender. Currently, the board tend to be gender-unbalanced, unless reorganized. Hence, a certain gender balance criteria / quote should be fixed for the inclusion of women. (suggestion: 25 %

female at least on board). Similarly, when referring to the head of organization - the position of managing director, refers to men only, restricting the possibility of women's inclusion at that level. (A circular arrangement of quota may be put in there – like a woman MD after every 2 men MDs in case no woman MD is coming on board organically). All the references to MD are made by using the male pronoun (e.g., in clause 3,4 and 5 of para 8). The Act does not include any special committee for women or anti-harassment committee.

## STEVTA Service Rules

For reference please see [Annex B]

## Rules Review

Predominantly a government organization, the service rules of STEVTA are made on the same lines. The service rules of STEVTA are also almost on same lines. Following are few of key observations:

- a. There is no mention of female with disabilities or special needs in the selection committee.
- b. All employees, yet to be hired or interviewed are referred with a male pronoun “his documents”, “he produces” and so on, with a preconceived notion that it has to be He if not she, while other genders or minorities nor not even referred.
- c. No mention of gender-specific contract/ temporary appointments, the need of which may arise in case of a complicated extended medical leave related to maternity issues or condition.
- d. STEVTA employees are categorized into several key groups in the service rules including administration/ operation, academics, finance and authority institutes. None of the category has any mention of minimum mandatory gender balance.
- e. There is a notified 5 % quota of employment in any government organization for women prevalent in all provincial bodies of Sindh. However, the quota was increased to 15 % by Sindh Government in 2017 (notification attached as Annex F). But neither it is stated in the service rules of STEVTA nor it is being monitored for compliance. There have been discussions in power circles of Sindh to increase this quote to 10 and even 15 percent and 15% was even notified but the implementation and execution is still far from reality. The quota for employment of minorities or people with disabilities n Sindh still stands at 5 % though. (<https://www.thenews.com.pk/tns/detail/567312-unfinished-agenda-minority-quota> , <https://www.thenews.com.pk/latest/191681-Bilawal-Bhutto-Sindh-government-women-quota-government-jobs> )
- f. Overall, the policies fail to acknowledge the existence of gender differences and how they impact, men, women, and other genders differently. There is no mention of Iddat, maternity leaves specifically. By being not explicitly gender-sensitive in the language of these policies, they are prone to individual interpretation and for several reasons if the decision-making lies with mostly males, chances are that the policies tend to be unfavorable to women.

## Rules of Business

The Rules of Business (RoB) of STEVTA are derived from the STEVTA Act 2010 but they lack inclusivity or gender prioritization.

For reference please see **Annex C**.

The composition of key committees lacks an analysis through a gender lens. Since most of key positions in key stakeholders (industry, employers, trade unions, regional managers, STEVTA senior staff) are male, a representation of female is almost non-existent or negligible. Same is the case with differently enabled people.

Similarly, clauses that disqualify a committee member are gender-blind. Sexual harassment being a serious offence, if proven, he/she/other should be disqualified from any decision-making committee.

Under the power and functions of the committee gender and diversity inclusion within the organization and its operations should also be brought in periodically in agenda. The committee should review complaints, their reasons, mechanism to address these and devise solutions to it. The solutions may range from enhancing an employee powers, allocating and disbursement fund or relevant human resource decision needed to address the issue.

The rules thus need to be reviewed and modified based on above observations that these can be gender-balanced.

## Gender Mainstreaming

### Increase /Enhance Understanding of Gender Mainstreaming

- More gender trainings
- Strengthen Gender / Anti-Harassment Cell
- Gender specific facilities

More gender trainings are needed at all levels in the organization. The trainings should encompass all aspects ranging from role of men in ensuring the gender mainstreaming to role of women in claiming their spaces.

The trainings should also focus on fears and pre-conceived notions that many men have about misuse of harassment laws by women against men. Also, the trainings should clarify that inclusion and promotion of women within the organization and hierarchies aims to improve the productivity and efficiency of organization and not otherwise.

An overall training of all employees – including all genders and all regions, on prevailing national and provincial laws around women and harassment can help.

## Empower Gender Cell

### Strengthen Gender Committee/ Harassment Cell

The committee has been notified as required by provincial laws [ section 3 of “Protection Against Harassment of Women at Workplace – PAHWW Act 2010”as well as organizations commitment towards promoting a conducive environment in January 2020. Headed by Director MIS, the committee has three members out of which 2 are female including the secretary of the committee, who must be a female. However, no complaints have been received so far, which means that no recorded incidents of sexual harassment are reported. The committee notification is attached as **Annex E**. Though the current system of handing complaints is transparent with no issue for any female approaching the concerned

committee, it is difficult to comprehend that no harassment is faced by women. Many stakeholders believe that women usually avoid bringing these complaints (unpleasant events) in notice of an anti-harassment committee as it leaves a negative impression of complaining female and give gossip and laughing matter for other colleagues.

## Strategy Recommendation

Further strengthening of the anti-sexual harassment committee and gender working group/ committee of STEVTA is recommended, in terms of capacity and authority. To improve the complaints systems, a drop box shall be placed in an accessible and secure place for staff to share their concerns or complaints anonymously, as whistle Blowing Mechanism. Similar suggestion is for all the regional offices, to place drop boxes for regional staff. A mechanism is to be developed to check the drop boxes by a designated official every week, review and act on all complaints and prepare a management report periodically- preferably on monthly basis for further necessary action.

The committee should review complaints, their reasons, mechanism to address these and devise solutions to it. The solutions may range from enhancing an employee powers, allocating and disbursement funds or relevant human resource decision needed to address the issues by a fair and transparent process. The committee will then submit its recommendations / suggestions to Managing Director for execution of decision(s).

Also, more awareness is needed across all regions, principals, teachers and students of all institutes that they have a committee which can be accessed and reached out in case of any issue of problem related to gender harassment or even gender specific problem.

## Data Reporting

### Report Gender Segregated Data

STEVTA is a public organization and there is no strict requirement of a periodic annual performance report. No such report is presented or monitored at higher levels. However, most of the performance is based on students graduated, number of active institutes across all regions, skills provided, jobs placements and industry linkages. Since there is no strict requirement to separate gender data in such high-level performance meetings, the data is usually used for convenience. As in when the data of men and women is available its reported and if not available, it is reported as such. More effort is needed at all levels not only at STEVTA office but also at regional and college levels to provide all data segregated by gender.

Report all progress in gender segregated data – for operations, projects, new initiatives and even proposals. This should be made a part of practice for every meeting, every event, and any progress report that STEVTA is making.

## Gender Balance – Equal Women representation

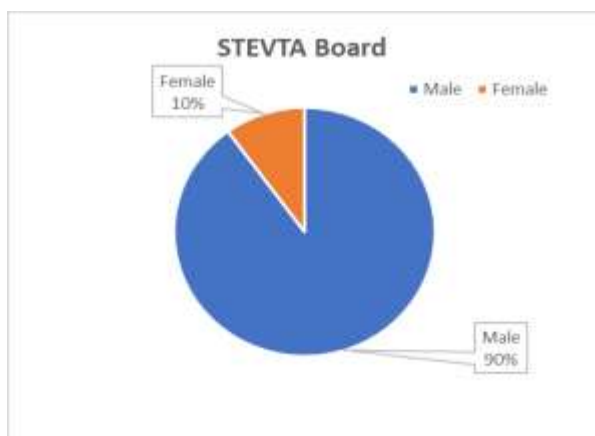
### Ensure women representation in all cadres

Gender balance is a key element in any organization. The concept of gender balance thus focuses primarily on equal or at least equal representation of women. For accessing this organizational structure, hierarchy and strength of staff was analyzed. Sadly, the overall number of women is much less than that of men, and almost none in management. Also, if there are women employees in STEVTA, most of these are concentrated in lower cadres of management. However, the all-girls training institutes do have female principals, many of these are well reputed for their performance and management.

The case is not only true for its own employees but for also for various critical committees and board – may be organizational board, industry association, IMCs, HR-boards or ad hoc committees established to resolve any administrative or management issue of the organization.

Following is the synopsis of key personnel in STEVTA:

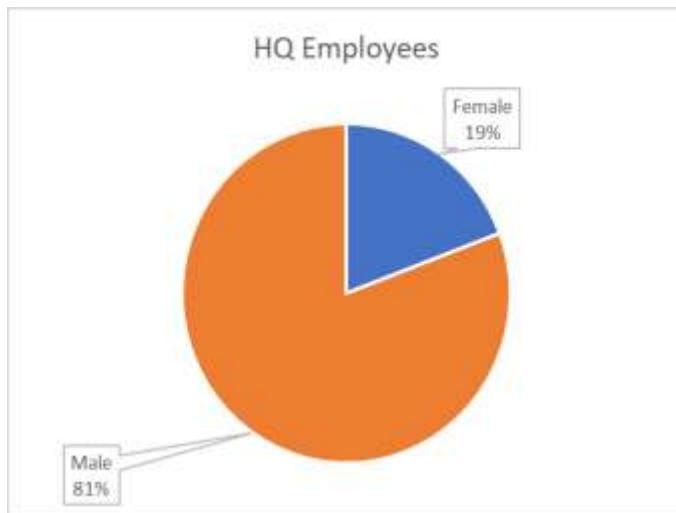
### STEVTA Board:



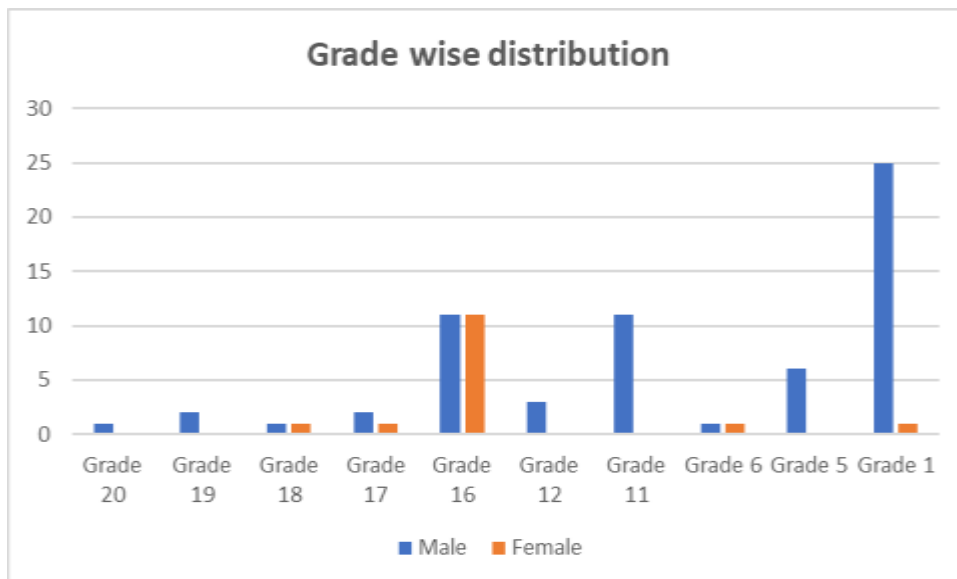
For details, please see **Annex D**, as in how skewed the board with male members is.

### Current Employees:

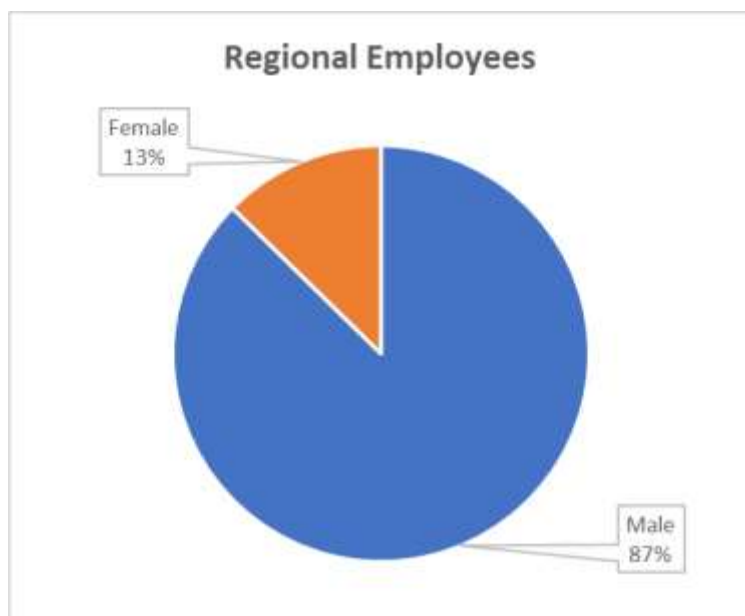
Of the current available data there are 78 employees currently employed in STEVTA HQ. Out of these only 15 are women.



The grade wise distribution of HQ employees is described below. It can be inferred that women are mostly concentrated in mid-to low cadres of management.



In the regions however, the situation is more challenging. Out of 411 currently employed staff in six regions, only 52 employees are female while 359 are male employees. This corresponds to social and cultural constraints in rural areas where men are pre-dominantly responsible for bread earning.



## Recommendations

Increase the women representation in all cadres of the organization. Currently there is a ban on recruitment in government, however there are many vacant positions that needs to be filled and women can be encouraged to apply on these positions. It is recommended to include in the job advertisements that “women are highly encouraged to apply” in all future job advertisements. A quota of at least 25 % of staff, in all levels of STEVTA, ought to be fixed for women.

For qualifying women opportunities should be available accordingly instead of following pre-conceived notions that it is difficult for women to take up challenging management roles.

## Gender Specific Facilities

### Establish women friendly infrastructure

No functional day-care facility exists in the HQ for female or male employees who have infant children. Parents mostly mothers have to take their kids to their offices. However, very few of female training colleges have day care facilities unless this is organized by the principal of the college at his/her own with help of local staff. No formal funds or policy is in place so far.

There are separate washrooms for women in HQ but their number is not enough. There is also a common room for women where they can rest or offer prayer if needed but it often is over-crowded. The situation at all female colleges is satisfactory but in a few co-ed institutions female students have to use the staff's washroom or common room. This discourages females to come to institutes – especially mothers, women with strong religious values, especially female students who just do not join certain colleges due to such constraints.

## Equal Access

### Ensure an inclusive /access for all approach in all STEVTA offices

Establish a day care center for working women and men with infants and toddlers and increase women washrooms and rest areas in accordance with the staff strength. A good ratio is 1 facility per 5-6 persons sets a good bar for maintaining hygienic conditions.

Make buildings accessible for differently enabled people. As a milestone, STEVTA can start with its own HQ for year 1 and then all regional offices and institutes later as chalked out in the gender action plan. These include construction of ramps on all stairs, wheel-chair friendly washrooms, surface mounted tactile floors for blind people, in-office announcement speakers and so on.

## Transparency

### Promote open and transparent gender friendly decision-making environment

Although all the decisions are made on transparency and merit, the role of women in decision making limited due to their lower or negligible representation in decision making bodies. For example, there is no single female director in HQ and never in STEVTA's history (last 10 years) has there been a woman that led this organization.

The organization seems committed to hire more women in the future. However just increasing the number of women will not be enough for gender mainstreaming. It is equally important to complement the process with knowledge building, and skills on gender integration through trainings and putting in place organizations protocols to make women's representation and participation in decision making for a meaningful.

In STEVTA there is no representation of women in decision making as all women are below director level. To ensure women's point of view and ensure their voice in key decisions, it is suggested that key decisions should be routed via a gender working group/ committee and anti-sexual harassment committee. The gender cell will consolidate feedback point of view from all female staff and submit its suggestions as in how this decision will affect females in the office. This will not only ensure transparent decision making but also ensures the confidence and commitment of female staff towards the organization.

## Field Operations

### Strengthen Women Institutes/Regional Offices across Sindh

The core business of STEVTA is to manage technical and vocational institutes across Sindh and it is done through its regional offices in Karachi, Hyderabad, Sukkur, Shaheed Benazirabad, Mirpur Khas and Larkana. The gender balance, allied facilities at regional offices, including separate rest rooms for women also need to be improved.



## STEVTA Institutes

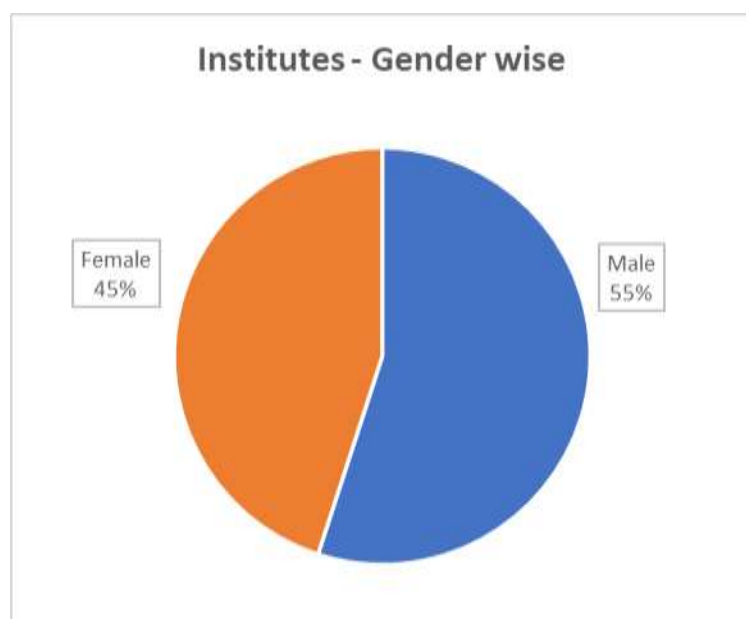
The province has 620 registered training institutes, out of which 196 are technical and 424 are vocational institutes<sup>8</sup>. These institutes are spread all over Sindh. The province has about 7 institutes/centers for every one million females against the national average of 11 institutes.

About 28% of all female accredited TVET institutes (5 out of 18) are in Sindh - concentrated only in two cities of the province, including Karachi and Hyderabad<sup>9</sup>.

Out of this lot of 620 institutes province-wide, STEVTA manages only 251 public institutes directly. Out of these 251, only 113 are female only institutes making it 45 % of entire public institutes as female/all-women institutes in Sindh. The province has been administratively divided by the TEVTA into five regions: Karachi, Hyderabad, Mirpurkhas, Sukkur and Larkana. In each region, a directorate has been setup which looks after the matters related to TEVTA activities in its respective region.

### Region-wise distribution of women campuses in Sindh (No. of Institutes)

Region	GCTs	GPI	GMI	GIBCEs	VTIs	VTCs	GVI	GVS	Total (Region)
Karachi	3	12	08	05	03	12	04	06	53
Hyderabad	1	07	10	11	02	14	02	19	66
Sukkur	0	04	04	06	01	02	02	10	29
Shaheed Benazirabad	1	02	07	07		06	02	16	41
Mirpurkhas		02	01	04		05	01	03	16
Larkana	1	03	06	07	01	09	03	16	46
Total	6	30	36	40	07	48	14	70	251



### Gender-wise distribution of public institutes in Sindh (No. of Institutes)

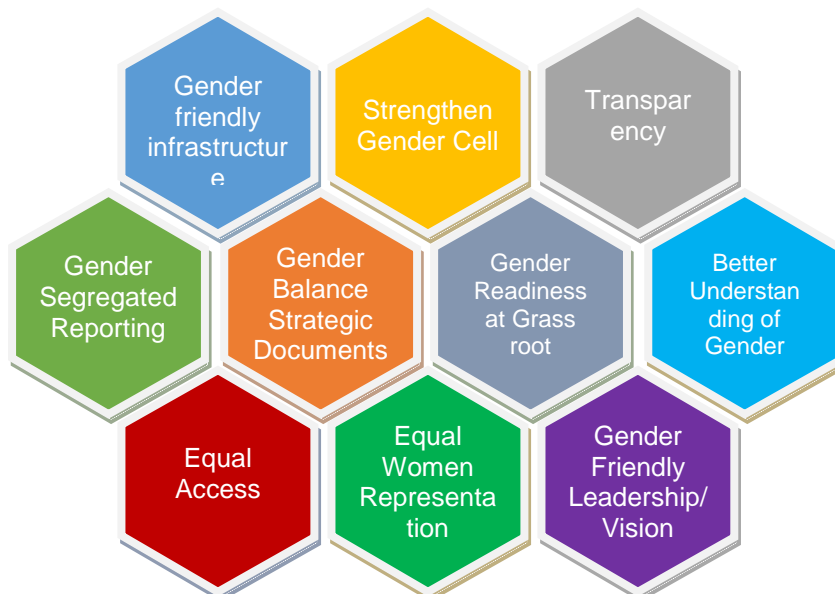
<sup>8</sup> Skills Gap Analysis Sindh, 2018, available at [http://tvetreform.org.pk/wp-content/uploads/downloads/governance/Skill%20Gap%20Analysis%20\(Sindh\).pdf](http://tvetreform.org.pk/wp-content/uploads/downloads/governance/Skill%20Gap%20Analysis%20(Sindh).pdf)  
<sup>9</sup> [http://navtcc.org/?page\\_id=971](http://navtcc.org/?page_id=971)

Region	Female	Male	Total (Region)
Karachi	23	30	53
Hyderabad	31	35	66
Sukkur	13	16	29
Shaheed Benazirabad	21	20	41
Mirpurkhas	05	11	16
Larkana	20	26	46
Total	113	138	251

The share of female enrolment in the technical institutes is very low (i.e., 5%). However, it is much better (i.e., 40%) in the vocational institutes<sup>10</sup>. Besides, it should be kept in view that about 30% of the female students enrolled in the vocational institutes, as reported by the institute, fall in the category of repeat cases i.e., after completing training in one trade, they join another. Enrolment dominates in three categories of training: dress making and fashion designing, beautician and skin care, and IT and office management. Although, female enrolment in non-conventional trades such as AutoCAD is picking up, however, training opportunities as well as enrollment for women in non-conventional trades are very limited.

## Key Guiding Principles for STEVTA Gender Strategy

The core basis of STEVTA gender mainstreaming strategy is based on the outcome of questionnaires from all cadres of STEVTA staff, focus group discussions with relevant stakeholders, global/national best practices and local context.



<sup>10</sup> Skill Gaps Analysis - Sindh, 2018

## Institutes Situation

Data and group discussions reveal that skewing of female students in some stereotype professions is high such as cooking, baking, garments, food preservation, stitching. A respondent told that admissions demand of women pre-December for vocational courses like cooking, stitching and beauty courses becomes very high – as after that they need to get married.

However, enrollment of women is very low in technical like engineering B-Tech civil, mechanical, electrical, field work etc. Women usually do not apply for such courses because of social and cultural barriers. Inappropriate locations and a male dominated environment of technical labour markets, more interaction with unknown men, lack of transport, safety and security facilities are all factors that contribute to this lower enrollment.

A female technical professional e.g., cannot even put up a banner or setup a stall outside her home for her small technical business, due to social taboos. In addition, if there are less women in a field, they generally feel uncomfortable among men.

Females are usually encouraged by their family to pick only those fields where jobs can be performed from their own home. That is why many adopt stitching, beauty as they can save, earn, and stay at home, without any travel/transport concerns.

Parents also do not want to send their girls to institutes far from their homes having co-education. Many females do not even want to choose practical professions complying to family and social norms. They tend to learn skills only for being qualified and not for employment opportunities.

Men can play a significant role to encourage women acquire skills and knowledge in new and none conventional trades in TVET in our society. The concept of honor and dignity of families are heavily associated with women and their mobility, this needs to be changed by involving male champions and supporter from the communities.

Safety and security (including possible harassment during travel or else) are an important consideration, too. Parents only send their girls to institutes after a lot of research about the reputation of these institutes, so generally young women feel safe there. Location and environment of institutes matter as well.

Ground level awareness at institution level on gender awareness/mainstreaming is very important. The strategies below are focused on how to address the situation in institutes.

## All Female Staff at institutes in rural areas to encourage female enrolment

Female institutes may have all women from ground to top in the staff to increase trust of parents sending their daughters to these institutes. Cultural and social issues in rural areas do not allow or feel appropriate about women in co-ed institutions. This will also complement the overall gender strategy goals of STEVTA to encourage employment of women in all regional offices.

## Gender readiness of all institutes

Institutes need to provide conducive learning environment for women. These include safety and security, safe transport, better access to reach institutes, separate female washroom and common room for females. The minimum criteria should be setup for each institute KPIs, may be referred as gender readiness. STEVTA can plan a 2-3 year plan to ensure this in all institutes if an immediate upgrade is not possible, due to current resource constraints.

## Establish and develop more women enterprise center/ buffer/incubator zones

It is very difficult for a woman in a rural setup to start her shop/small business outside her own home or in a technical market which is dominated by several uneducated and illiterate unknown men. Chances that she/they will be harassed are very high. To avoid such trouble their families do not allow them to start at their own. The issue is not much different even in some bigger cities.

The solution is to setup more centers like VTI buffer zone (women – incubation zones) in Karachi that give space to women. These buffer zones with running industrial machinery, power, office, and allied equipment should be already set up to start work after training. Most of the women just work there and take up certain commission of the business earned by that industrial setup. This tends to resolve most of the social and logistical issue.

## Media campaigns in regions to encourage women join non-traditional/professional fields

Mass media campaigns for engaging women in technical education are needed. This will raise awareness among parents and the society in general about new career opportunities for women. There is dire need to propagate female success stories, audio/video/others on websites, social media, local radio channels etc. These real time stories via regional media channels will motivate and encourage more women to break stereotypes.

## Career counselling and Community Mobilization to encourage females and their families

Career counselling and character building/ethics for all genders is very important. TVET colleges can also go for orientation to local girls' and boys' schools /colleges to guide them on technical education and its benefits. Community mobilization by interacting with families of female students also helps. If parents are guaranteed about safety, transport, conducive environment, work facility, girls tend to complete the courses. To achieve this, development partners on the ground can be engaged that includes local and international NGOs, donors etc.

## Develop women-centric industry collaborations

The work industry that employees these women also needs to pick up. Using industrial relations messages should be spread by STEVTA in private sector to enable conducive environment for working women such as separate washrooms, rest areas, pick and drop etc. STEVTA needs to develop strong ties with industries which provide women friendly work environment. There is also a need to increase female representation in industrial organizations. STEVTA can enter into mutual collaborations with such employers with a higher ratio of female in their organization to further the cause. STEVTA gender cell may have an additional staff / team member to work on this.

## Setup gender-readiness criteria before institute formal accreditation of institutes

NAVTTTC has a regulatory and monitoring role in ensuring that institutes work as per standard national guidelines and approved curricula. NAVTTTC also issues accreditation of the institutes after ensuring the compliance with the required Key Performance Indicators-KPI.

No female/co-ed institute should be given accreditation unless they comply with needed gender reforms. This includes that equal or more than half of tutors /instructors should be female. Separate rest rooms for women, prayers area and washrooms for women and preferably a day care facility. Once an institute complies with such a gender readiness requirement, only then it shall be formally accredited.

# Gender Action Plan

Eventually all the above suggestions need to be translated into an executable gender action plan, allocate corresponding funding and ensure monitoring and evaluation of this plan. Monitoring and evaluation plans at STEVTA are not formal and gender is not monitored. However, once a gender action plan is set up, it should be included in the organization strategic agenda. This may be ambitious for STEVTA at this point of time but in a year or two down the road, a gender plan can become a part of overall STEVTA future goals and objectives.

It is suggested that STEVTA management defines and notifies a gender task force, comprising of key staff. The task force should have 75 percent women representation and headed by the MD STEVTA. The task force should be assigned budget and be responsible for executing the following suggested gender action plan.

## Gender Action Plan for STEVTA (3-5 years)

Key Objective: Increase women representation across the board at STEVTA

Strategy	Work Modalities	Outcome / Impact	Duration (Time-Line)/Resources
Ensure gender balance in all cadres	-Fix a quota for women in all jobs - All key decision-making bodies have at least 25 % women representation - Board composition to be gender-balanced	25 % women representation and improved gender ratio across the organization	3-5 years To be implemented by: -STEVTA MD - Gender Taskforce -STEVTA HQ - STEVTA Regional Offices
Ensure women friendly infrastructure and environment	STEVTA HQ have ample female washrooms, female rest room / prayer area, day-care center and ramps/wheelchair access -STEVTA Regional offices have all above women-friendly facilities  Institutes have above facilities and transport provision for all female teachers and students	1 washroom and prayer area for every 6 females  1 daycare for every 8 married women or men with kids	STEVTA Gender Taskforce  STEVTA Management  STEVTA MD Gender Taskforce

Strategy	Work Modalities	Outcome / Impact	Duration (Time-Line)/Resources
	working in evening duties		
Strengthen gender cell	<p>Arrange at least one gender sensitization training every six months.</p> <p>Include gender cell in all key decision-making bodies to ensure women representation.</p> <p>Revisit women working conditions in regular task force meetings.</p> <p>Develop anonymous gender complaint box and distribute these boxes in all regions and eventually to colleges.</p>	<p>Increase support and understanding of gender.</p> <p>Increase in complaints and issues resolution</p>	<p>STEVTA MD Gender Taskforce STEVTA Board</p>
Women-friendly industrial collaboration and entrepreneurship centers	<p>Establish VTI women incubation zones - increase its number in Karachi,</p> <p>Establish 1 in each regional office.</p> <p>MoUs with industry/chambers to hire TVET females (5)</p>	<p>Spread Industrial zones to at least 5 in next 5 years – 1 each year.</p> <p>Establish 5 similar zones one in each regional office over next 3 years in collaboration with industry</p>	<p>STEVTA Management Gender Taskforce Head Regional Offices and principals</p>
Women centric Advocacy (media campaigns, counselling, and community mobilization)	<p>6 yearly media campaigns in rural Sindh to encourage women participate in TVET careers – one in each region each year.</p> <p>6 yearly community mobilization and counselling drives</p>	<p>Execute 6 media campaigns targeting all regions – improve awareness of women participation in nontraditional fields.</p> <p>Behavioral change of parents, girls, and local influencers</p>	<p>Media and Communications Consultant</p> <p>STEVTA Gender Task force</p> <p>STEVTA Management</p> <p>Institute Principals</p>
Ensure institutes are women-friendly (accredit only those institutes who have all minimum facilities for women)	<p>No new female /co-ed institute ought to be given its accreditation unless it is gender friendly</p> <p>All female/co-ed institutes to establish women friendly environment by year 2024</p>	<p>All female co-ed institutes are upgraded in next 3-5 years</p> <p>30% infrastructure to be upgraded till December 2022</p>	<p>NAVTTTC/NAVTTTC Sindh</p> <p>STEVTA Board</p>

<b>Strategy</b>	<b>Work Modalities</b>	<b>Outcome / Impact</b>	<b>Duration (Time-Line)/Resources</b>
	All institutes must have female/male washroom and prayer room before given registration for institute establishment and add mandatory clause in accreditation.		
Revised Admission and enrollment criteria to increase female access in labor market	<p>Revised admission policy and make mandatory enrolment of at least 25% females in non-traditional course</p> <p>Run as pilot project in 2 institutes in all 6 regions both male and female vocational and technical intuitions.</p>	More employment opportunities will be created for females in Pakistan and Overseas.	<p>STEVTA Management</p> <p>STEVTA Academics &amp; Training Department</p> <p>1-2 years</p>



*The more you invest in the female or any gender, the more they will come forward as key players in society. It's our mutual responsibility to contribute towards the development of Pakistan.*

Nabila Omer DG NAVTTC Sindh

*It is evident from the progress of many institutes that women leadership is extremely effective. Many of our institutes where principals are female, their enrollment has increased, attendance is more than 80 %, student pass out results have improved with better industry and parent confidence.*

Liaqut Ali Jamro, Director Academics and Training, STVEVTA

The change will take time. Not all girls after technical trainings and diplomas used to opt for jobs but now several of them have started working industry especially in garments and food industry.

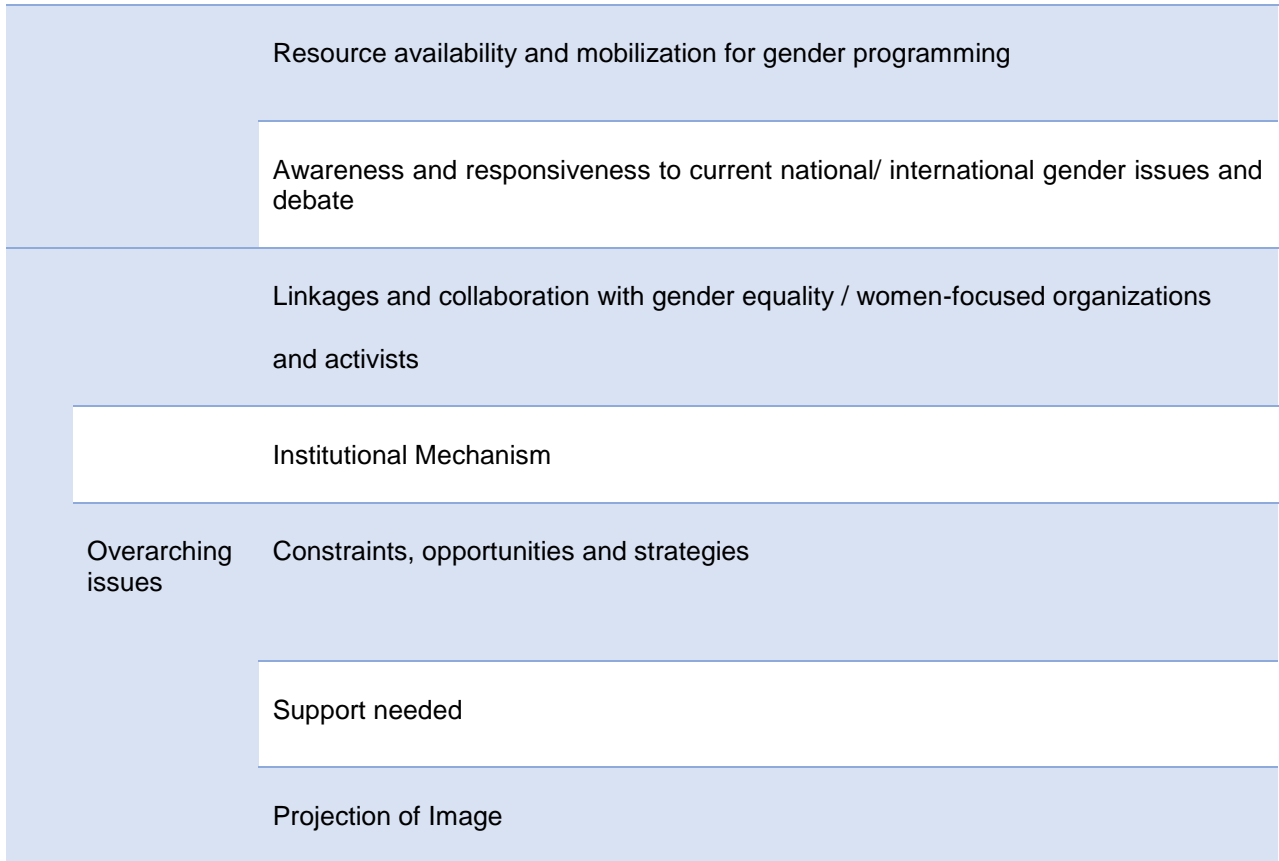
Samina Kulsoom Principal, Government College of Technologies , Karimabad

Annex A

# Gender Assessment Framework used for FGDs /Questionnaires.

## I LO Framework

Sr.	Lens for analysis	Organizational Factors
1.	Policy	Gender equality/ Mainstreaming Policy
		Personnel/ HR policy pro-actively promoting gender balance
2.	Procedures	Decision-making processes
		Information and knowledge management
3.	Practice	Women, men and family-friendly work environment
		Organizational culture and infrastructure
4.	Personnel	Gender balance of the department in general, management, staff
		Existing gender expertise and strategy for building gender competence
		Knowledge, technical capacity and resources to address gender equality issues
5.	Programme/ Project	Organization's mainstreamed strategy on gender equality as reflected in audited unit's objectives, programme and budget
		M & E systems
		Mainstreaming of gender equality in the implementation of programmes and technical cooperation activities



This framework has been adapted from: ILO's general Audit Manual (CENACT Guidelines for Organizational Gender Equality Assessment <http://www.egyptpsu.com/Cida/UserFiles/Image/PDF/Gender/Methodology%20and%20framework/CENACT%20Guidelines%20for%20Organizational%20GE%20Assessment.pdf>)

## InterAction Framework

### GENDER INTEGRAL FRAMEWORK

#### POLITICAL WILL

Top-level leadership/managers (publicly) support the issue of gender equality and follow up on its implementation. Reflects in staff time and financial resources, institutionalised policies and procedures to mainstream gender, e.g. gender policy, budget allocations, show public support in speeches and written communication, etc.

#### TECHNICAL CAPACITY

Staff skills in gender analysis.

Adoption of systems for gender disaggregated data.

Development of gender-sensitive tools and procedures.

#### ORGANIZATIONAL CULTURE

Gender balanced staff and governance structure.

Equal valuing of women and men in the workplace.

Patterns of behavior and codes in organisations.

Communication on gender equality.

#### ACCOUNTABILITY

*"Shows if we are walking the talk"*

Set and assess annual targets for implementation of gender strategy.

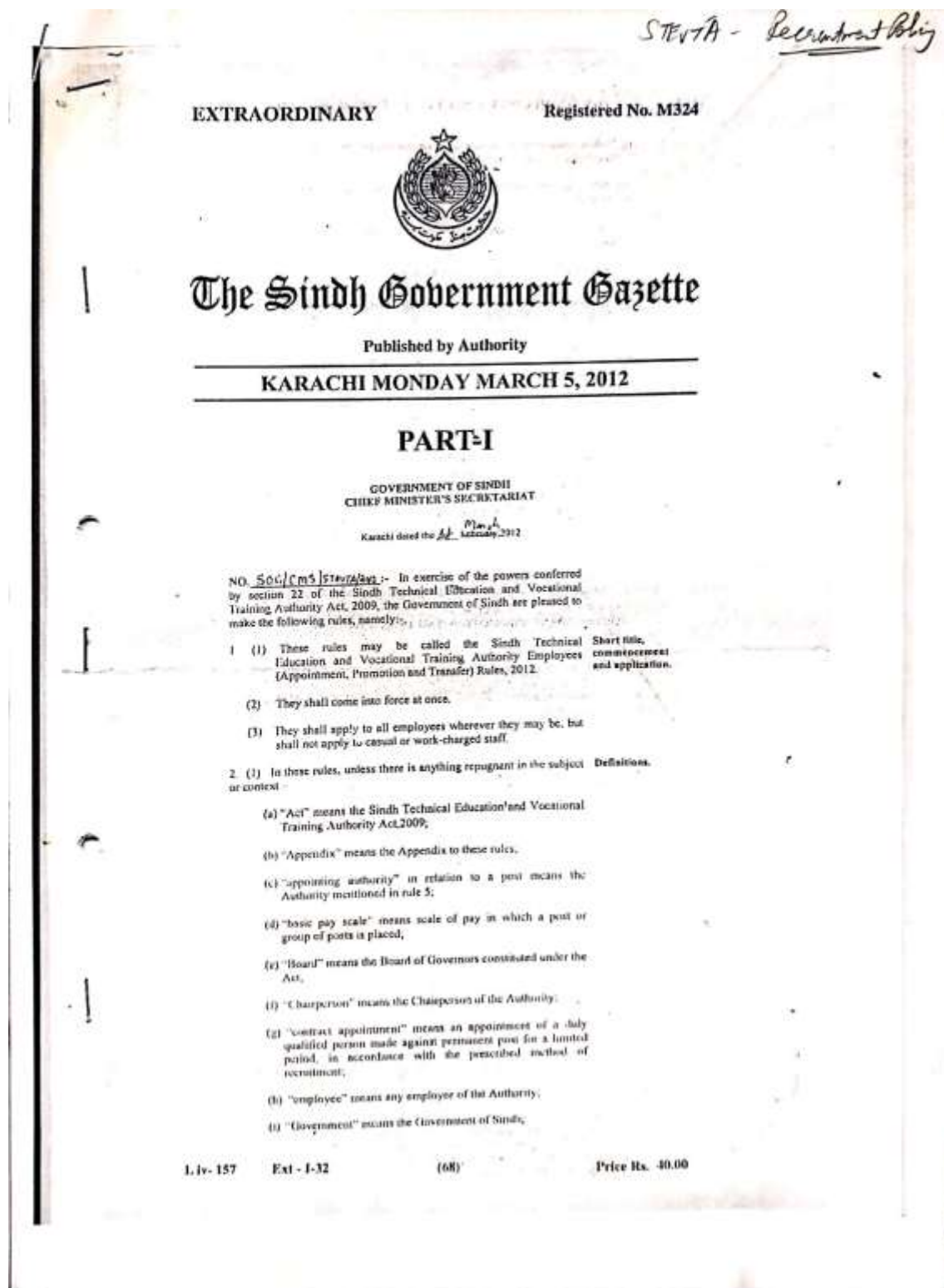
Incentives and rewards.

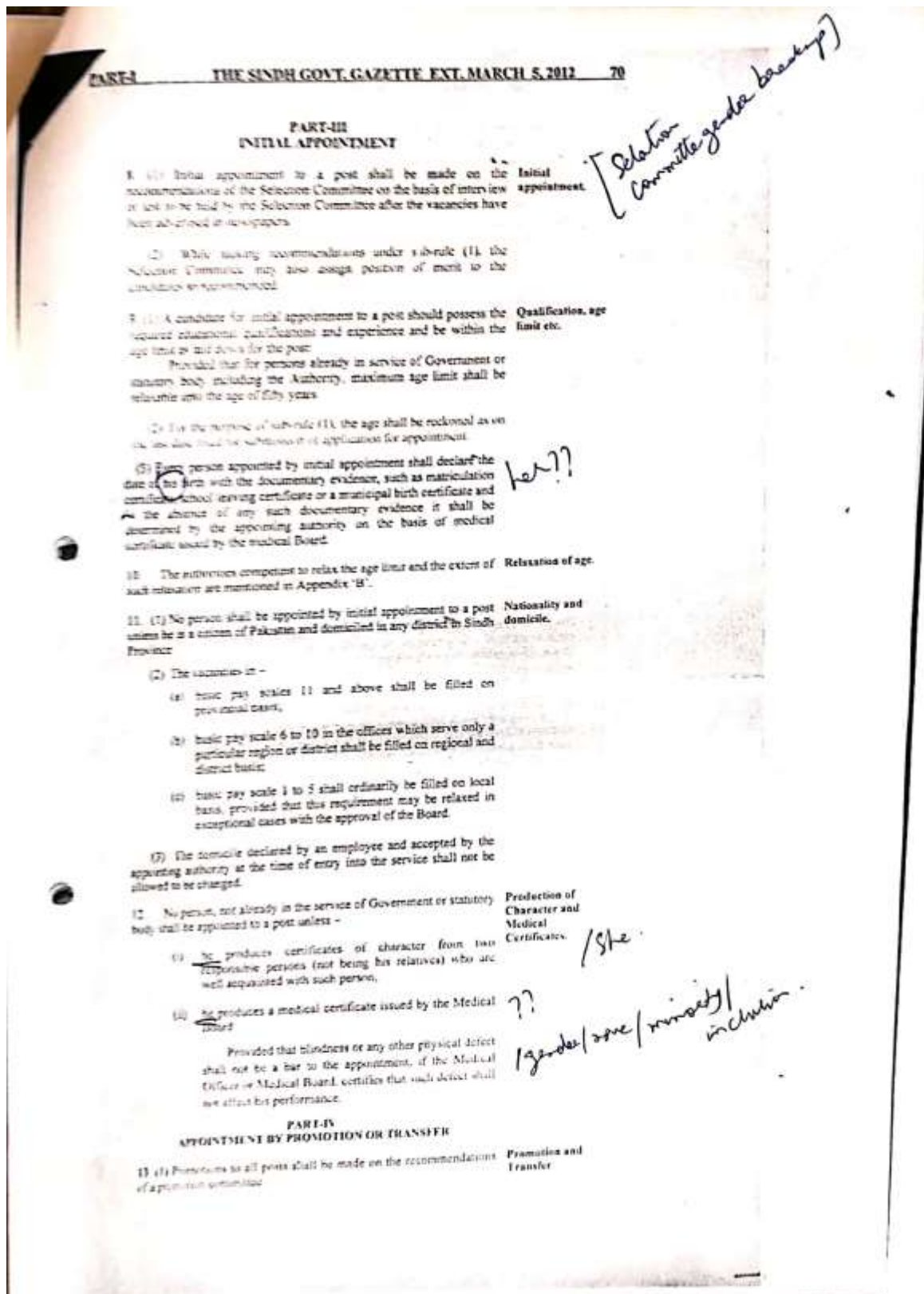
Gender equality as part of job descriptions, work plans, and performance assessment.

*Adopted from InterAction's Commission on the Advancement of Women*

Annex B

Some Excerpts from STEVTA Act





gender-blind.

71 THE SINDH GOVT. GAZETTE, EXT. MARCH 5, 2012 PART-I

(2) Appointment by promotion shall be made on the basis of seniority-cum-fitness, but in the case of Selection post, the promotion will be made on the basis of merit:

Provided that no promotion on regular basis shall be made to posts in Basic Pay Scales 18 and above unless the officer concerned has completed such minimum length of service as specified by Government:

(3) An employee declining to avail the benefit of order of his first promotion shall not be considered for such promotion for the next four years from the date of such order and he shall stand superseded permanently on his foregoing such promotion for second time

1/9/12

14. (1) Appointment by transfer shall be made on a tenure basis for the period specified by the appointing authority which may, from time to time, if necessary, be extended. Appointment by transfer.

(2) The appointing authority may reappoint the officer appointed by transfer to his parent department or original post even before the expiry of the period of his tenure.

PART-V  
CONTRACT AND TEMPORARY APPOINTMENTS

15. (1) When the appointing authority considers it to be in the public interest to fill in a post falling within the purview of the Selection Committee on urgent basis, it may proceed to fill in such post on contract basis for a period not exceeding one year. Contract Appointment.

Provided that the Authority may, if it considers necessary in the public interest, regularize the services of the employee appointed on contract basis who possesses the qualifications prescribed for the post and his performance is satisfactory.

(2) The posts shall be advertised and the procedure laid down for initial appointment shall be followed.

(3) Temporary posts falling within the purview of the Promotion or Selection Committee and occurring as a result of creation of temporary posts for a period not exceeding twelve months may be filled by the appointing authority otherwise than through the promotion or Selection Committee on a purely temporary basis after advertising the posts.

16. Any person holding any post in the Authority immediately before the coming into force of these rules shall continue in service and be deemed to have been appointed in accordance with these rules. Saving.

PART-VI  
REMUNERATION AND OTHER  
FACILITIES TO THE STAFF

17. (1) The officers and staff appointed in the Authority may be granted such additional remuneration and special allowances in addition to the salary and allowances admissible to Government servants working in the same pay scale as the Board may determine from time to time. Remuneration and other facilities of the staff of Authority

(2) The officers and staff of the Authority shall be entitled for such leave, Medical Facility, Travelling Allowance, Daily Allowance, General Provident Fund, Pension and Gratuity or any other benefit in accordance with the rules applicable to regular Government employees.



- (vii) to monitor and evaluate technical education and vocational training programs in terms of their effectiveness and ability to cater to market needs and facilitation of skilled manpower in the Province;
- (viii) to facilitate public private collaborations for furtherance of technical education and vocational training;
- (ix) to make provisions for mandatory practical training for the students of poly-technic, mono-technic, trainee of vocational training centers and colleges of technologies in the industry; and to do other acts necessary for carrying out the purpose of this Act.

#### CHAPTER-111

### Management and Administration of the Authority

#### Constitution of the Board

- 5) (1) The general directions, all matters of policy and administration of the Authority and its affairs shall vest in a Board which may exercise all powers, perform all functions and do all acts and things which may be exercised, performed or done by the Authority.
- (2) The Board shall comprise of the following:-
- (a) Minister, Sindh Technical Chairperson Education and Vocational Training Authority.



- (h) Two Members of the Members Provincial Assembly to be elected by the Assembly as the members and vice-Chairperson shall be appointed by the Government.
- (c) Secretary of the Member Administrative Department
- (d) Secretary, Labour, Member Industries
- (e) Secretary Finance Member
- (f) Secretary Education and Member Literacy,
- (g) Secretary Social Welfare Member Department
- (h) Secretary Information Member Technology Department
- (i) Chairman Sindh Board of Member Technical Education
- (j) Two representatives from Member industrialists community
- (k) A representative from the Member Agriculturists.
- (l) Representative from the Member Mehran University of Engineering and Technology.

The board  
should consist  
of least 25%.

9 women  
members

50% gender  
balance

- (m) Representative of the Member Commission.
- (n) Managing Director, Member

(3) The Managing Director shall act as Secretary of the board;

(4) The representative from the industry and agriculture shall be broad based and nominated by Government in consultation with various representatives bodies of business, agriculture and industry in the private sector who have experience in the area of technical education, agriculture and vocational training;

(5) A member appointed from the private sector shall hold office at the pleasure of Government initially for a period of three years on such terms and conditions as government may determine but no such member shall be removed unless a complaint in writing is made by the Board and the member concerned is afforded an opportunity of being heard.

(6) A member from the private sector may, by writing in his hand addressed to Government, resign his office.

(7) The Board in the discharge of its functions shall be guided by such directions as Government may give to it from time to time.

6. (1) The meeting of the Board shall be regulated by regulations but until regulations are framed the meetings shall be held as and when required by the Chairperson or in his absence Vice-Chairperson at the time and place as the Chairperson may determine; provided that the meeting shall be held once in a quarter.

**Meetings of the Board.**

*No discrimination?  
 may not be done in  
 case of gender, race,  
 minority / religious  
 If reported*

*Female quota/  
 rep in board?*

context of managing human resources, financial management, and program implementation and may additionally have technical understanding of demands of industry and market in terms of manpower skills and competence.

(3) The Managing Director shall be paid such salary and allowances as may be determined by the Government but his salary and allowances shall not be varied to his disadvantage during the term of his office.

— ?? / her.

(4) The Managing Director shall have a term of three years and shall be eligible for reappointment for more than one term on the basis of his performance; provided that the Government on a complaint regarding the performance of the Managing Director of otherwise reduce his term or as the case may be terminate his services.

/ her ?!

(5) The Managing Director may, at any time, on two months notice, resign his office by writing under his hand addressed to The Chairperson.

/ her ??

9. The Managing Director shall have power and responsibility to-

**Power of the  
Managing  
Director**

(a) exercise administrative control over the day to day functioning of the Authority, including management, financial management, human resource management and management of academic affairs;

(b) run the affairs of the Authority for attaining the objectives of the Authority through the executive tier placed under therein;

- (c) Prepare the annual report of the Authority for placing before the Board;
- (d) Perform such functions and exercise such power as the Board may delegate to him; and ?
- (e) Act on behalf of the Authority, in any emergency, subject to the obligation to report such action to the Board at its next meeting and to seek the Board's ratification of any action so taken.

**Organization al tier.** 10. There shall be established a fully fledged organizational tier of the Authority under the Managing Director in such manner and with such functions as may be prescribed by regulations.

**Committees** 11. The Board may set up such administrative and technical committees for the efficient performance of its functions as may be necessary and entrust to the committees such functions as it may consider necessary.

*gender/female committee??*

#### CHAPTER-II

##### Establishment of the Authority

- Fund** 12. (1) There shall be a fund to be known as the Sindh Technical Education and Vocational Training Authority (STEVT) Fund and shall vest in the Authority with powers to manage and operate it.
- (2) All receipts of the Authority from any source whatsoever including annual grants from the Government shall be credited to the fund.
- (3) Government shall provide annual grants to the Authority for carrying out the purposes of this Act.



Annex C. STEVTA Business Rules

**Sindh Technical Education And Vocational Training Authority (STEVTA)**  
**Institute Management Committee (Conduct Of Business) Rules 2015**

1. **Short title and commencement.** (1) These Rules may be called the Sindh Technical Education and Vocational Training Authority Institute management committee (Conduct of business) Rules 2015  
 (2) These Rules shall come into force on such date as Government may by notification in the official gazette specify.

2. **Notification** (1) in these rules. Unless otherwise the context requires-

- a. "Account" means the account maintained and operated by the committee in the Bank
- b. "Act" means the Sindh technical education and vocational training authority Act, 2009
- c. "Bank" means and includes National Bank of Pakistan or any other scheduled Bank as approved by the committee.
- d. "Chairperson" means and includes chairperson of committee.
- e. "Committee" means the Institute Management Committee constituted under these rules.
- f. "Income" means the income, grants, profits, donations, fees and any other amount received by Committee, in the account.
- g. "Institution" means technical education or vocational training Institute run or controlled by the Authority.
- h. "Member" means and includes Member of committee
- i. "Secretary" means and includes the principal of the Institute

(2) All words and expressions used but not defined in these rules shall have the same meaning as assigned to them in the Act.

3. **Composition of the committee.** (1) The Institute Management Committee shall comprise of the following

i) The Chairperson shall be nominated from the local leading industry of the area from amongst a panel suggested by Employers Federation of Pakistan or local employer association	Chairperson	↓ Jirde kuler ↑
ii) Three Representatives of the relevant Employers preferably including a woman to be nominated by Employers Federation of Pakistan or local Employer association.	Member	
iii) Two Representatives of workers nominated by the accredited Trade Union or from amongst the workers of the local Industry.	Member	
iv) One nominee of the local accredited and registered NGO	Member	
v) Regional Director of the Authority or his nominee	Member	
vi) Regional Manager/ Manager Employment Exchange of the area, or his nominee.	Member	
vii) Principal of the concerned Institution	Member/ Secretary	

(2) The Committee may co-opt any expert for the purpose of advice on any special matters or programme under consideration of the committee but the person shall not have a right to vote.  
 (3) A Non-official member shall hold office for a period of 03 years unless he resigns or is removed earlier by the Authority  
 (4) A Non-official Member may, at any time resign from membership by addressing a letter to the Managing Director of the Authority and his resignation shall take effect from the date on which it is accepted by the Authority.  
 (5) Authority shall, by notification, remove a non-official member who has incurred any of the disqualification mentioned in rule 4.  
 (6) A casual vacancy in the office of non-official member shall be filled in accordance with sub-section (1) and the member appointed in such vacancy shall hold office for the unexpired portion of term.

4. **Disqualification of Member.** No member shall be or continue to be a Member if he

- a. Has been convicted of an offence involving moral turpitude.
- b. Has been removed from service for misconduct
- c. Has been adjudicated as insolvent
- d. Is incompetent of discharging his duties by reason of physical or mental incapacity and has been so declared by a medical board appointed by the Authority; or
- e. Fails to disclose any conflict or interest or within the time provided for such disclosure by or under these rules or contravene any of the provision of these rules.

5. **Meeting of the Committee** (1) the meetings shall be held as and when called by the chairperson on such date, time and place as may be fixed by the chairperson provided that the committee shall meet at least once in three months.

(2) A Special meeting shall be convened as soon as may be on receipt of requisition in writing by at least one third of Total number of members.

(3) The meeting of the committee shall be presided over by the chairperson and in his absence the members present shall elect from amongst themselves a member to preside the meeting.

(4) Seven days clear notice shall be given for an ordinary meeting and three days clear notice for a special meeting. The Secretary shall cause a notice to be served on the members and a copy thereof be posted at the office of the committee. Which shall inter alia specify the place, Date and Time of the meeting and be accompanied by an agenda.

(5) The quorum for a meeting shall be one half of the total number of members, fraction being counted as one.

(6) A meeting shall be adjourned for want of a quorum but no quorum shall be necessary at a meeting held after the meeting which was adjourned for want of quorum.

(7) The agenda for a meeting shall be prepared by the secretary with the approval of chairperson.

(8) (a) The Agenda for an ordinary meeting shall be prepared in the following order:

- i. Confirmation of the minutes of the previous meeting.
- ii. All matters deferred in previous meetings.
- iii. Reports of the committee or Sub-Committee
- iv. Any other business with the permission of the chairperson.

(b) The agenda for special meeting shall be prepared in the following order

- i. Consideration of the matter for which the meeting has been convened.
- ii. Any other business approved by the chairperson.

(c) Subject to the availability and the orders of the chairperson the members shall be provided copies of documents or information relating to the matters on agenda.

(9) All matters in the meeting shall be decided by majority of Votes of the members present in the meeting and the voting shall be by show of hands provided that in case of equality of votes, the chairperson or Members presiding a meeting shall have a casting vote.

6. **Powers and function of the committee.**  
 (1) The committee shall be responsible for overall supervision and management of training activities in the Institution and take all measures necessary for carrying out its functions not in contravention to Government Rules and Regulation.  
 (2) Notwithstanding the foregoing powers and functions, the committee shall:-

- i. Establish Linkages with industry and employers and enhance employment prospects of trainees.
- ii. Identify, prepare and implement demand driven training programs for the industry
- iii. Ensure optimal utilization of facilities and resources of the Institution including renting out or sub-contracting the facilities and establishing training-cum-production or service units.
- iv. Make addition and deletion of trades and technologies as per emerging needs of industry and the labour market.
- v. Facilitate placement of trainees in the industry for internship. On the job training or employment.
- vi. Arrange vocational guidance and career counselling to motivate the schools or college students for technical education and vocational training.
- vii. Facilitate exposure of academic staff to industry to update their skills and knowledge.
- viii. Make recommendation for annual budget (Government funds) as per needs of the

*Self generated i.e. self-reliance & maintain have someone allocate budget funds after discussion to address gender issues*


- ix. Institution and approve expenditure other than salaries.
  - x. Prepare budget for non-Government funds including self-generated Funds approve and incur expenditures.
  - xi. Evaluate and upgrade training infrastructure and facilities in the Institution
  - xii. Monitor and evaluate the performance of the trainers, other staff and suggest improvements and incentives for better performance.
  - xiii. Report the activities and achievements of the institute on quarterly basis to the authority.
  - xiv. Initiate other than existing activity or programme to strengthen functioning of the Institution.
  - xv. Prepare and implement technical education and vocational training programs for lifelong learning of existing workforce.
  - xvi. Support informal sector by offering training to the master trainer for their employees (Ustaad-Shagird System).
  - xvii. Rent out or sub-let facilities to allow local industry or recognized bodies to use Institutional facilities for improving income and supporting training needs on payment basis as approved by the Committee.
  - xviii. Charge for training, consultancy and other activities and shall utilize the funds so generated.
  - xix. Submit quarterly and annual programme and financial report to the Authority.
7. **Account** there shall be an account for every committee which shall consist of:
- (a) Funds provided as seed money or initial grant.
  - (b) Grants donation fees rental or other income from any source.
8. **Account and Procedure.**
- (1) The bank accounts shall be maintained in the National Bank of Pakistan or any other scheduled bank as approved by the Committee.

- (2) The Committee shall maintain properly its accounts in respect of receipts and expenditures and submit reconciliation statement to the authority each year with closing of account on 30<sup>th</sup> of June.
- (3) All cash received in favor of the Committees shall be deposited immediately in the bank.
- (4) All the crossed cheque, bank draft, postal orders etc. in favor of the IMC shall be deposited with the Bank by Accounts officer of the Committee.
- (5) All money received by the committee shall be acknowledged on the prescribed receipt duly signed and stamped by the authorized person.
- (6) The committee may invest its surplus funds in the government securities without prejudice to the activities of the Institution.
- (7) All payments from the committee account shall be made against a bill or debit voucher.
- (8) A petty cash advance not exceeding rupees ten thousand shall be placed at the disposal of secretary with the approval of the committee to be known as imprest advance.
- (9) All payments shall be made by cheque signed by the Chairperson and Secretary or such other person(s) as may be decided by the Committee.
- (10) Proper payment vouchers shall be prepared by the accounts officer and approved by the Secretary and Chairperson.
- (11) The Cheque book shall be kept under lock and key in the personal custody of the accounts officer of the Committee All the fresh cheque books shall be counted and a certificate to this effect shall be recorded by the account officer.
9. **Procurement Procedure**
- All procurement shall be made in accordance with the procedure laid down under the Sindh Public Procurement Regulatory Authority Act and rules made there under and the same shall be reported to the Authority once the procurement procedure is completed.
10. **Accounts and Audit**
- (1) The account of the committee shall annually be audited by the firm of chartered accountants approved by the Committee.
- (2) The accounts audited by the firm shall be reported to the Authority.
11. **Engagement of the Staff**
- (2) The Committee may engage any person (s) to perform such specific function or duties required for implementations of the functions of the Committee or training programmes on temporary basis for a period of six months which may be extendable keeping in view of the performance and requirement of the person concerned.


## Annex D

## STEVTA Board Composition

B69



**GOVERNMENT OF SINDH**  
**Sindh Technical Education & Vocational Training Authority (STEVTA)**  
 ST-19, Block 6, Gulshan-e-Iqbal, Karachi  
 Ph: 021-99244113-17 Fax # 021-99244118



No: STEVTA/MD/BoG/ Dated: 18<sup>th</sup> Mar, 2020

**MINUTES OF 26<sup>th</sup> MEETING OF STEVTA BOARD OF GOVERNORS (BOG)**  
**HELD ON 18<sup>th</sup> FEB, 2020**

26<sup>th</sup> meeting of Sindh TEVTA Board was held on 18<sup>th</sup> Feb 2020 at 11:00 am in the conference room of STEVTA HQs, Karachi under the chairmanship of Mr. Saleem Raza Jalbani, Chairperson, Sindh TEVTA. Following members attended the meeting:

S No	Name	Designation	Organization
1	Mr. Saleem Raza Jalbani	Chairperson	Sindh TEVTA
2	Dr. Waseem Shamshad Ali	Member / Secretary	Managing Director, Sindh TEVTA
3	Mr. Abu Bakar Ahmed Madani	Member	Representative from Information Social Welfare Department, Govt. of Sindh
4	Mr. Asadullah Abro	Member	Representative from universities & Board, Department, Govt. of Sindh
5	Mr. Ather Hussain Baloch	Member	Representative from Information Technology & Science Department, Govt. of Sindh
6	Dr. Masroor Ahmed	Member	Chairman Sindh Board of Technical Education
7	Dr. Abdul Sami Qureshi	Member	Representative from Mehran University of Engineering & Technology, Jamshoro
8	Mr. Sohail Wajahat H Siddiqui	Member	Representative from Industry
9	Dr. Fouzia Khan	Member	Representative from School Education Department, Govt. of Sindh
10	Mr. Ahmed Ali	Member	Representative Finance, Department, Govt. of Sindh

2. The meeting started with the recitation from the Holy Quran. The Chairperson STEVTA in his opening remarks welcomed the participants and thanked them for sparing their valuable time from their busy schedule.

3. Managing Director STEVTA presented the implementation status of decisions made in 25<sup>th</sup> meeting of STEVTA Board held on 25<sup>th</sup> Oct 2019. He informed that the matter of deceased quota appointment was forwarded to SGA&CD / Law Department as decided by Board. Accordingly, Law Department endorsed appointments under deceased quota and found no impediments to release of salaries to the appointees. SGA&CD desired to proceed into the matter in accordance with policy / rules. He further apprised that since, all procedural requirements were already completed / approved by Board being appointing Authority, therefore, salary for the month of Jan 2020 is released. The Board after through discussion confirmed the minutes of 25<sup>th</sup> meeting of STEVTA Board.

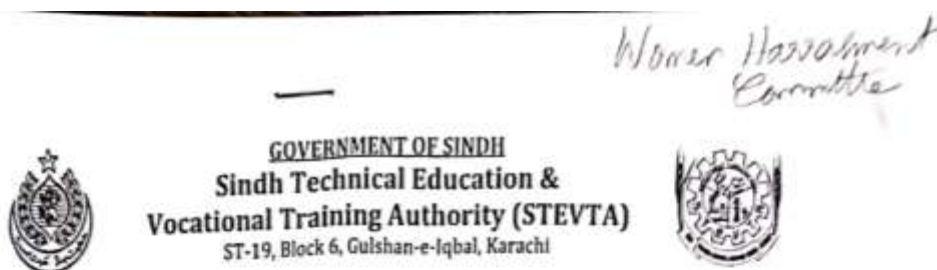
*Waseem Ali*

Page 1 of 13



Annex E

## Notification Gender Committee



### NOTIFICATION

No: STEVTA/HQ/Admin/HC/ 78 , dated: 22-01-2020: In accordance with section 3 of "Protection Against Harassment of Women at Workplace (PAHWW) Act, 2010", following Inquiry Committee is hereby constituted with immediate effect:

- |  |                    |
|--|--------------------|
| 1) Dr. Syed Muhammad Saleh Shah,<br>Director (MIS)   | Chairperson        |
| 2) Dr. Lubna Mahmood Rizvi,<br>Deputy Director (H&H) | Member / Secretary |
| 3) Ms. Farheen Fatima,<br>Assistant DP               | Member             |

#### A. The Inquiry Committee shall have the powers to:

- Inquire into matters of harassment
- summon and enforce attendance of any person and examine him on oath;
- require discovery and production of any document and electronic gadgets;
- receive and record evidence on affidavits;
- get complainant or accused medically examined by an authorized doctor and may recommend appropriate penalty under PAHWW Act, 2010;
- recommend to Ombudsman for appropriate action against complainant if allegations leveled against accused are found to be false and made with mala fide intentions;
- instruct to treat the proceedings confidential.

#### B. Terms of Reference of Inquiry Committee

- To meet on regular basis and monitor the situation regularly until they are satisfied that their recommendations (subject to decision of Competent Authority and Appellate Authority) have been implemented;
- To submit monthly report to Competent Authority and Ombudsman Protection against Harassment of Women at Workplace, Sindh.

*Waseem Shamsad Ali*  
DR. WASEEM SHAMSHAD ALI (PAS)  
MANAGING DIRECTOR


#### CIRCULATION

- Directors (All) STEVTA HQs, Karachi
- Regional Directors, STEVTA (Karachi/ Hyderabad/ Mirpurkhas/ SBA/ Sukkur/ Larkana)
- Head of STEVTA Institutes / Offices (GCT/ GPI/ GMI/ GIBCE/ VTI/ VTC / GVS / STI / CCPC)
- PS to Ombudsman Protection Against Harassment of Women at Workplace, Sindh, Karachi
- PS to Secretary Universities & Boards, Government of Sindh, Karachi.
- PS to Chairperson STEVTA, Karachi.



Annex F

## Sindh Government Notification of Women Quota



No.SORI(SGA&CD)2-1/94 (Women Quota)

**GOVERNMENT OF SINDH**  
**SERVICES, GENERAL ADMINISTRATION &**  
**COORDINATION DEPARTMENT**  
**(REGULATIONS WING)**

Karachi, dated the 8<sup>th</sup> March, 2017

To,

*Women Dev Dept*

- 1) The Chairman, Planning & Development Board, Sindh, Karachi.
- 2) The Senior Member, Board of Revenue Sindh, Hyderabad.
- 3) The Administrative Secretaries (All) Government of Sindh
- 4) The Chairman, Enquiries & Anti-Corruption Establishment, SGA&CD.
- 5) The Chairman, Chief Minister's Inspection, Evaluation and Implementation Team.
- 6) The Registrar, High Court of Sindh, Karachi.
- 7) All Divisional Commissioners/Deputy Commissioners in Sindh.
- 8) The Secretary, Provincial Assembly of Sindh, Karachi.
- 9) The Registrar, Sindh Service Tribunal, Karachi.
- 10) The Secretary, Sindh Public Service Commission, Hyderabad.

Subject: **ENHANCEMENT OF WOMEN QUOTA FROM 05% TO 15% FOR RECRUITMENT OF WOMEN UNDER THE SINDH GOVERNMENT**

I am directed to refer to the subject noted above and to state that it has been decided by the Government of Sindh to increase/enhance the women quota in all the Government jobs to be filled in by initial appointment from 5% to 15%, with immediate effect.

2. The reservation shall, however, not apply to:-

- i. Recruitment made by promotion or transfer in accordance with the relevant rules;
- ii. Short term vacancies likely to last for less than six months;
- iii. Isolated posts in which vacancies occur only occasionally;
- iv. Services in which separate female cadres already exist .

3. It is requested to kindly bring the above instructions to the notice of all concerned under your administrative control and ensure the compliance while making future recruitment.

*Sun 8/3/17*  
 ( ABDUL WAJID KHAN )  
 ADDITIONAL SECRETARY (REGULATION)

No.SORI(SGA&CD)2-1/94 (Women Quota)

Karachi, dated the 8<sup>th</sup> March, 2017

A copy is forwarded to the Superintendent, Sindh Government Printing Press, Karachi with a request to publish the same in the next issue of the Sindh Government Gazette and supply 300 copies thereof to this Department.

*Md 8/3/17*  
 (MUSADDIQUE MEMON)  
 SECTION OFFICER (REGULATION-1)  
 Contd.....P/2

AS TO SECRETARY

Copy No: 47-6

Date: 10-3-17

Annex G

Attendance sheet of key focus group discussion

No.	Name	Designation/ Organization	City/Location	Gender		
				F	M	O
1	Tanweer Tabassum	Principal GCT New Karachi	Karachi	✓		
2	Sa Asad Raza	Principal GCT SITE Karachi	Karachi		✓	
3	ARJHAD HANIF	GCT S.I.T.E Karachi	Karachi			
4	NAJAM AHMED	Assistant Manager STI Karachi	Karachi		✓	
5	NOURREEN FATIMA	Deputy Assistant Director H.D. KHI	H.D. KHI	✓		
6	Mehar-un-Nisa	Pr. In-charge (ACT/G)	Karachi	✓		
7	BUSHRA FERAZ KHAN	"	"	✓		
8	Muhammad Rasool Malik	Principal GCT Karachi	Karachi		✓	
9	Aamir Hafeez Soomro	Deputy Director Karachi	Karachi		✓	
10	Liaquat Ali Jamro	Dir (A&T) STEVA KHI	KHI	✓		
11	Ishrat Ahmad Jamro	AD (A&T) STEVA, H.O. KHI	H.O. KHI	✓		
12	Gulshan Iqbal	TAGSADA - TVETSP B.S.	Rawalpindi	✓		
13	Nasim Nazki	Consultant				
14	Dr. Luena Mahmood	D.D. (H&H) Govt Karachi	Karachi	✓		
15	Saba Khan	Person in Charge Karachi	Karachi	✓		
16	Nabeed Matir	Principal UTW, B.S.	Karachi	✓		
17						

Kindly note that contact details, photograph/videos and comments at this event may be used in all types of electronic or for our internal and external communication. If you disagree please inform the TVET SSP focal person for the event.

No.	Name	Designation/ Organization	City/Location	Gender		
				F	M	O
1	Dr. Luena Mahmood Razi	Deputy Dir. (H&H)	Karachi	✓		
2	Liaquat Ali Jamro	Dir (A&T) STEVA KHI	KHI	✓		
3	Ahmed Naveez Soomro	Exchange Officer KHI	KHI	✓		
4	Ahmed Naveez Soomro	Addl. Director (Admin)	KHI	✓		
5	S.D. Tahir M. Sabir	D.D. (GA)	KHI	✓		
6	Sahar Hassan Ky	Dir. (M&E)	KHI	✓		
7	Muhammad Saleh Shah	Dir (M&E)	KHI	✓		
8	Mehboob Ali Jamro	AD (W&S)	KHI	✓		
9	Muhammad Tahir	Director (M&E)	KHI	✓		
10						
11						
12						
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14						
15						
16						
17						

Kindly note that contact details, photograph/videos and comments at this event may be used in all types of electronic or for our internal and external communication. If you disagree please inform the TVET SSP focal person for the event.