



DOW SKILL DEVELOPMENT CENTER
(DSDC)

DOW UNIVERSITY OF HEALTH SCIENCE

STRATEGIC PLAN

(2024 – 2027)

Pioneering Excellence | Inspiring Innovation



To Heal | To Educate | To Discover

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

TABLE OF CONTENTS

Director's Message	5
Executive Summary	7
About DSDC.....	9
Introduction & Overview.....	10
Textile Learning Factory.....	15
Organizational Structure.....	17
Section I: Overview of the Strategic Planning Process	18
Section II: Vision, Mission, and Values	19
Section III: Aspirational Institutions.....	22
Section IV: Strategic Goals.....	23
Objectives, OKRs & KPIs.....	29
Section V: Resource Planning for Achieving Strategic Goals.....	37
Section VI: Implementation and Monitoring of Strategic Plan.....	40
Section VII: List of Appendices:	43
A: SWOT Analysis.....	44
B: TOWS Matrix.....	45

DIRECTOR'S MESSAGE



Dear Esteemed Stakeholders and Partners:

As we reflect on our journey over the past decade and look towards the future, I am delighted to share with you the evolving vision of the Dow Skills Development Centre (DSDC). Guided by a commitment to excellence and community impact, we envision a transformative path forward.

In our rear-view mirror, we acknowledge the remarkable strides we have made, particularly the establishment and growth of the Textiles Learning Factory (TLF). This initiative symbolizes our dedication to sustainable vocational training and community empowerment.

Looking ahead to 2027, our vision for DSDC is ambitious and multifaceted. We foresee the centre as a pioneering force in Healthcare-Based Technical and ICT Training, aligning our strategic goals with those of the Dow University of Health Sciences (DUHS), in particular Goals IV, V, & VI. In the coming years, DSDC will enhance the quality of healthcare professionals in the public sector while creating new avenues for youth employment in the healthcare sector through demand-driven Technical and Vocational Education and Training (TVET) courses, in collaboration with related DUHS institutes, colleges, and service departments.

We remain committed to our existing ICT courses, recognizing their relevance and contribution to youth empowerment. Simultaneously, we aim to strategically diversify into healthcare related TVET programs, leveraging the DUHS brand to position ourselves at the forefront of this critical sector.

Financial self-sustainability stands as a top priority, and we envisage achieving this through innovative social enterprise models. The TLF serves as a testament to our ability to blend vocational training, sustainability, and entrepreneurship. As we continue this trajectory, our aim is to broaden our impact, addressing societal needs while fostering financial resilience.

In this pursuit, we welcome continued support and collaboration from responsible corporate citizens as well as experienced healthcare & business professionals who share our passion for improving the healthcare services available in Sindh's public sector through human resource development.

Together, let us shape a future where DSDC not only meets the evolving demands of the skills landscape but leads the way in transforming lives and communities through education & training.

Sincerely,

Prof. Dr. Kashif Shafique
Director
ORIC

EXECUTIVE SUMMARY

The Healthcare sector in Pakistan is growing at a fast pace, and with the need for quality personnel rapidly increasing, the burden of upskilling is ever mounting on existing Health Care Professionals (HCPs), particularly in the aftermath of the pandemic. Despite the growing influence of technology today, healthcare remains primarily a human-centric industry around the world, where individuals serve one another. Whether it's doctors, nurses, medical technicians, or therapists offering direct patient care, or IT personnel, project leaders, managers, and administrators, the increasing need for healthcare services is surpassing the supply of qualified professionals. This phenomenon is at its worst in Pakistan's public healthcare system.

Being a part of DUHS, Pakistan's largest healthcare network, the Dow Skills Development Centre (DSDC) considers it our responsibility and privilege to present a transformative strategic plan aimed at addressing the dynamic healthcare needs of the country.

The upcoming 3 years will see DSDC management focus mainly on the gradual but not complete transition of our curriculum from ICT to Healthcare TVET, expansion of the Textiles Learning Factory (TLF) and initiation of more sustainable models like it, and the establishment of a formal Engagement & Sustainability Cell to keep us focused on the following 4 core ideals:

innovative healthcare education, community engagement, learning technologies, and financial sustainability.

Grounded in the vision, mission, and values of DUHS, our plan outlines a comprehensive approach to professional development of HCPs, innovative sustainability models, active industry engagement, and social impact worthy of DUHS' 75-year-old tradition. DSDC Strategic Goals align with DUHS Strategic Goals IV, V, & VI, as well as UN Sustainable Development Goals 3 (Good Health and Well-being) and 4 (Quality Education).

Our holistic programmes, covering a host of technical skills, digital skills directly related to healthcare practices (data security & analysis, healthcare management & administration, and healthcare services marketing), personal development sessions, and soft skills, will propel DSDC to eventually become Pakistan's **premiere source of upskilling for healthcare professionals**, while also creating pathways for **youth to enter healthcare careers** that practically address emergent labour needs in Pakistan's healthcare system.

To ensure high-quality standards and market/real-world relevance of our programmes, several technical partnerships will be formed with carefully selected local and international academic, industry, and technology partners, and inter-departmental cooperation will form the basis of all programme implementation. Additionally, experts & experienced professionals from across Pakistan's healthcare landscape, practitioners and academic professionals, will be engaged.

In the same vein, the Textiles Learning Factory (TLF) will be grown & improved further as a dynamic centre for showcasing creativity of

underprivileged women it primarily serves, and an investment in innovation and revenue generation, as we expect to streamline the business processes further. Completely turning the TLF into a self-sustainable model that can be further emulated to produce long-lasting social solutions for the underprivileged communities served by DSDC, is paramount.

Finally, within DUHS, our work will involve enhancement of DUHS Staff training initiatives, equipping them with insights and professional training in Emerging Technologies, Inclusive Education, Effective Governance Practices, Patient Care Services and Experience Management, and more.

ABOUT DSDC

Founded in December 2003, the Dow University of Health Sciences (DUHS) has been developing a tradition of excellence in education, research, and community service. DUHS has educated and trained more than 8,000 students and residents from 20 academic institutes. The University has nearly 3,000 employees, including approximately 850 faculty members at present.

The Dow Skills Development Centre (DSDC), formerly Dow Vocational Training Centre, was established in 2010, primarily to support underprivileged communities accessing DUH services in Sindh. The centre focuses on uplifting disadvantaged groups, especially DUHS patients and families. Serving as the safest educational hub in the area, DSDC offers certified skill development in technology, business, and healthcare, benefiting over 3,000 students since its inception. Annually, more than 750 students benefit from the centre's programmes, securing employment and freelance opportunities in marketable digital and textiles skills.

In 2022, DSDC initiated self-sustainable projects through enhance industrial collaborations. The first successful example of this was turning the defunct stitching & tailoring unit at the centre into an industry sponsored Textile Learning Factory (TLF) initiated in December 2022. This is a self-sustainable stitching & tailoring facility within the Ojha campus that imparts industry relevant skills to underprivileged persons, while also providing them job opportunities at the centre itself.

Also in 2022, responding to the rapidly increasing need for quality Health Care personnel in Pakistan, particularly in the aftermath of the pandemic, DSDC initiated the DUHS Skills Enhancement Programme for DUHS staff across all spectrums. This is an Annual Hands-on Up-skilling & Training Pathway for all DUHS staff directly involved in patient care services.

DSDC is now poised to become the short-term skill development hub for healthcare professionals.

INTRODUCTION & OVERVIEW

DSDC is situated in Gulzar-e-Hijri, Karachi, Pakistan, one of the city's fastest growing districts. The 2017 Census reported the highest increase in population here (539%) from 114,789 in 1998 to 734,252 in 2017, mostly between 15-24 of age. However, access to quality education and livelihoods for many low-income households is still very limited. Meanwhile, Pakistani freelancers attracted \$400 million in remittances in 2022.

Going forward, DSDC aims to become Pakistan's premier provider of Inclusive Hands-on Up Skilling Training in Healthcare to enhance the quality of healthcare professionals in the public sector while creating new avenues for youth employment. Our work is in line with Pakistan's commitment to the DUHS Strategic Goals IV, V, and VI as well as UN Sustainable Development Goals, specifically SDG 3 (Good Health and Well-being), 4 (Quality Education), 5 (Gender Equality), and 8 (Decent Work and Economic Growth).

Target Audience:

Communities living in and around Gulzar-e-Hijri, where DSDC is located:

- Unemployed & Out-of-School Youth (male and female)
- Marginalised persons including Women from Low Income Households, Persons with disabilities, & DUHS Patients
- Students of schools in neighbouring areas, particularly those catering to low income households

Allied Health Care Professionals and Management Staff:

- Frontline workers & Technical Staff
- Hospital & Tertiary Care Services Administration & Management
- Healthcare Administration Staff
- Management Assistants

Program Overview and Curriculum Overview

Our programmes include various ICT courses (including a nationwide recognized Diploma), specialized tracks for women and young girls in a safe and secure environment e.g. Stitching & Tailoring, and a host of soft skills training via the Institute of Business and Health Management. All our courses are endorsed or certified by the Sindh Board of Technical Education and/or industry partners. Following is a list of our Digital Skills programmes currently on offer:

ICT Courses:

- **CIT Certificate in Information Technology (6 Months Course):** the CIT certificate program provides a comprehensive foundation in computer information technology, equipping students with essential skills in hardware, software, & networking enabling them to enter the job market quickly.
- **DIT Diploma in Information Technology (1-Year Program):** the DIT diploma offers an in-depth study of information technology, covering advanced topics like programming languages, database management, & web development, preparing students for rewarding careers in various its domains.

FACILITIES

At DSDC, we are committed to providing a dynamic learning environment that seamlessly integrates advanced technology with hands-on skills development. Our main facility is the DSDC ICT Lab located at 1st Floor, DIMC Central Library Building, DUHS Ojha Campus, the infrastructure & technology update of which is DSDC's primary concern as of 2024. DSDC Programmes are run in collaboration with DUHS departments and where necessary, department facilities such as labs, halls, auditoriums, and classrooms are used.

- **Central Air-Conditioned Comfort:**

Experience a learning environment like no other. Our entire Skills Development Center is centrally air-conditioned, ensuring your comfort and focus throughout your educational journey. Regardless of external weather conditions, you can immerse yourself in learning, skill-building, and hands-on activities in a cool and inviting atmosphere.

- **HEC Smart Classroom:**

Engage with education on a new level in our HEC Smart Classroom. Outfitted with the latest digital technologies, interactive displays, and collaborative tools, this classroom transforms traditional teaching into an engaging and immersive experience. Actively participate, share insights, and enhance your grasp of health sciences through innovative teaching methodologies.

- **Institute of Business and Health Management (IBHM) Lab:**

Immerse yourself in the forefront of biomedical and health sciences at our IBHM Lab. With a focus on interdisciplinary research and practical applications, this lab provides a collaborative space for students and researchers to explore the intricate connections between health, technology, and innovation. Equipped with state-of-the-art tools, the lab ensures you have the resources needed to tackle complex challenges in the field.

- **Practical Simulation Lab:**

The Institute of Nursing, DUHS Ojha Campus' Skills Lab offers an authentic medical environment for honing clinical skills. Whether you're a medical student, an aspiring nurse, or pursuing any health-related profession, this lab provides a safe space to practice and enhance your practical skills through realistic simulations. Bridge the gap between theory and hands-on application as you prepare for the challenges of your future career.

- **Collaborative Learning Environments with ORIC:**

Collaboration fuels innovation. Thanks to support from ORIC authorities for use of their facilities, dedicated collaborative spaces allow you to engage in group discussions, workshops, and joint projects. Interact with peers from diverse backgrounds, share insights, and foster a culture of collective learning.

DSDC FREELANCE TRACK

The DSDC Freelancing Programme is designed to help people become more self-reliant and financially independent in these tough economic times through Digital Skills. No one needs this support more than the ever-growing underprivileged communities in Gulzar-e-Hijri, which has exponentially increased after the recent floods, as more displaced families find refuge with their kith and kin living in Karachi.

At the same time, there is a rapid growth in youth potential, which means that there are a growing number of people that are looking for means of financial independence in an increasingly shrinking job market. Courses in The DSDC Freelance Track are designed to create jobs through the local and international freelance sector and equip students with the skills needed to stay competitive and earning. We think that everyone should have the ability to advance through technology and gain future skills through exams, learning routes, and courses **developed and delivered by** industry professionals.

- **NVC in Information Technology (Computer Operator) Level-2**

The overall objective of this program is to produce employable computer operators who can provide computer operating services in nearly any industry or organization, which involves computers in its operations.

- **NVC in Information Technology Web Designing & Development) Level-3**

The overall objective of this program is to produce employable web designers and web developers who can provide website designs and development services in nearly any industry or organization, which involves web applications in its operations and develop websites using client-side scripting. The graduates of this program will also be able to be entrepreneurs.

- **NVC In Mobile Application Developer Level-2**

In this course, you will learn about the basics of electric and electronic devices and safety rules while dealing with electronic circuits, about the use of measurement and test equipment, and understand symbols and colors used in electronic devices. You will also learn about mobile phone display properties, touch systems, permanent and temporary memory, battery charging and discharging mechanisms, and Bluetooth, GPRS, IrDA, and Griffin.

- **Digital Media Marketing For Social Media**

Whatever level of knowledge you start with, this course will help you build a solid foundation for social media marketing and gain applicable skills that will allow you to make your marketing efforts more successful and lucrative. You don't need any previous marketing experience but should have basic internet navigation skills and be eager to participate and connect on social media.

- **Video animation and production for social media**

Intensive, practice-based course moving from basics to advance video editing, motion graphics, and Vlogging skills. Learn skills that can help you make new connections and start enjoying creative and financial freedom in

the broadcast, film, and digital media industries. Start your career in the local, international, and freelance market.

- **Graphic Designing**

From designing captivating marketing materials to crafting engaging social media content, you'll have the tools to make a lasting impact in the digital world and gain insights on how to hunt for freelancing jobs in the global economy with School of Animation, one of Pakistan's leading education solution providers in VR & XR Technology.

- **Stitching & Tailoring at the Textiles Learning factory**

This course is a transformative journey that offers underprivileged women the opportunity to acquire valuable skills and craftsmanship under the watchful eye of Blossom Home Textiles, our industry partner for the Textile Learning Factory Project.

- **IELTS Preparatory Courses**

Enhance your language proficiency and exam skills with our meticulously designed IELTS Preparatory Courses. Our comprehensive training ensures well-equipped to excel in the International English Language Testing System (IELTS) examination, paving the way for your academic and professional success.

COMING IN 2024: THE DSDC SKILLS ENHANCEMENT PROGRAMME

Empowering healthcare professionals with modern technical, digital, and personal skills required for compassionate, innovative, and efficient care services. Following are some of the Training Programmes involved in the proposed programme:

Digital Literacy Training:

- **Basic Digital Literacy:** teaches healthcare practitioners the fundamentals of digital literacy.
- **AI & NVivo Software for Data Analytics in Healthcare:**
 - Efficient Task Automation: Identify repetitive and time-consuming jobs in their work processes and how to automate them using AI.
 - Data-Driven Decision Making: How to use AI tools for insights from a variety of data sources.
 - Collaboration and Communication
 - Optimisation: AI-integrated communication tools that improve team collaboration
 - Improved Customer Experience: Using chatbots and virtual assistants to improve customer interactions and assistance.
 - Personalised Healthcare Solutions
- **Advance MS-Excel:** Enhance Excel skills for efficient data management and analysis.
- **Healthcare Information Systems and Electronic Health Records (EHR):** Investigate the applications of information technologies and electronic health records in healthcare.
- **Data Security and Privacy Training:** Healthcare practitioners must grasp the significance of patient data security. Data security and privacy compliance training is essential for preventing breaches and maintaining patient trust.

Soft Skills for Senior HCPs:

- **Leadership and Management in Healthcare:** Develop advanced leadership and management skills suited to senior healthcare professionals, with a focus on strategic decision-making, team empowerment, and organizational excellence.
- **Healthcare Governance and Ethics:** Provide senior healthcare workers with the knowledge and ethical principles required for effective governance, including compliance, integrity, and ethical decision-making in healthcare settings.

Soft Skills for Middle Level HCPs:

- **Personal Grooming & essential job skills:** Mid-level healthcare professionals can learn essential job-related skills while also grooming themselves.
- **Communication Skills:** Improving communication skills is critical for good healthcare interactions.
- **Healthcare Documentation & Regulatory Requirements:** Emphasize the significance of proper paperwork and compliance with healthcare regulations.

Soft Skills for Entry Level HCPs:

- **Communication & Interpersonal Skills:** Develop essential communication and interpersonal skills for entry-level healthcare professionals.
- **Professional Etiquette in Pakistani Business Culture:** Discover professional etiquette unique to Pakistani business culture.
- **Cultivating Effective Problem Solving, Customer Relationship Management, and Diversity Sensitivity:** Develop effective problem-solving, customer relationship management, and diversity awareness abilities.

Soft Skills for Supporting Staff:

- **Effective workplace communication in Urdu:** Improve communication abilities in the workplace, particularly in Urdu.
- **Task management & time prioritization:** Learn effective task management and time prioritization techniques for assisting personnel.
- **Customer Service Essentials:** Concentrate on essential customer service skills for assisting healthcare staff.

Technical Training: Specialized medical skills through workshops and hands-on sessions. These include but are not limited to:

- | | |
|-----------------------------------|---------------------------------|
| 1. Phlebotomy Tech | 5. Critical Care Tech |
| 2. Infection Control Prevention | 6. Pharmacy Tech |
| 3. Blood Bank Technical Assistant | 7. Healthcare House Supervision |
| 4. EEG, ECG, ETT Tech | 8. Nursing Assistant |

TEXTILE LEARNING FACTORY (TLF)

About the TLF:

The Dow Skills Development Centre (DSDC) has a longstanding history of promoting vocational education and skill development for underprivileged individuals, particularly women and young girls. The Stitching Unit was established in 2010 and had been a key player in transforming lives by providing valuable vocational training to empower communities in and around the DUHS Ojha Campus area through various basic vocational courses were offered such as basic dressmaking, advanced dressmaking, fabric painting, fashion designing, sewing, and Stitching designing. However, the outbreak of the COVID-19 pandemic brought unforeseen challenges, forcing us to suspend all textile-based programmes.

In December 2022, DSDC collaborated with Blossom Home Textiles to refurbish and restart operations but this time, with a more sustainable model, so that we never have to shut down again. The Stitching Unit at DSDC was revived in the form of a **“Stitching and Tailoring Learning Factory”** for disadvantaged women & girls, a joint venture that operates as a social enterprise, while also providing learning, training, and job placement. Working with an established Industry Partner ensures that the training curriculum is aligned with market requirements and builds the right employability skills.

Blossom Home Textiles donated all required modern equipment and tools and continues to provide technical expertise to ensure the project's success. With the Honourable Vice Chancellor DUHS, Prof. Dr. Mohammad Saeed Quraishy's support and approval, orders for all textile-related requirements such as lab coats, scrubs, patient gowns, and uniforms are now placed at the Textile Learning Factory, turning TLF into one of the safest and most productive job centres in the district, providing employment as well as lucrative self-employment opportunities to trainees.

Finally, in August 2022, DSDC obtained a grant from the HBL Foundation for the enhancement of the facilities into a professional stitching unit capable of fulfilling large orders & increasing the number of beneficiaries of the programme.

As such, we are playing our small role towards **SDGs 4 (Quality Education), 5 (Gender Equality), and 8 (Decent Work and Economic Growth)**. The TLF not only provides employment and self-employment opportunities but also promotes quality education and gender equality.

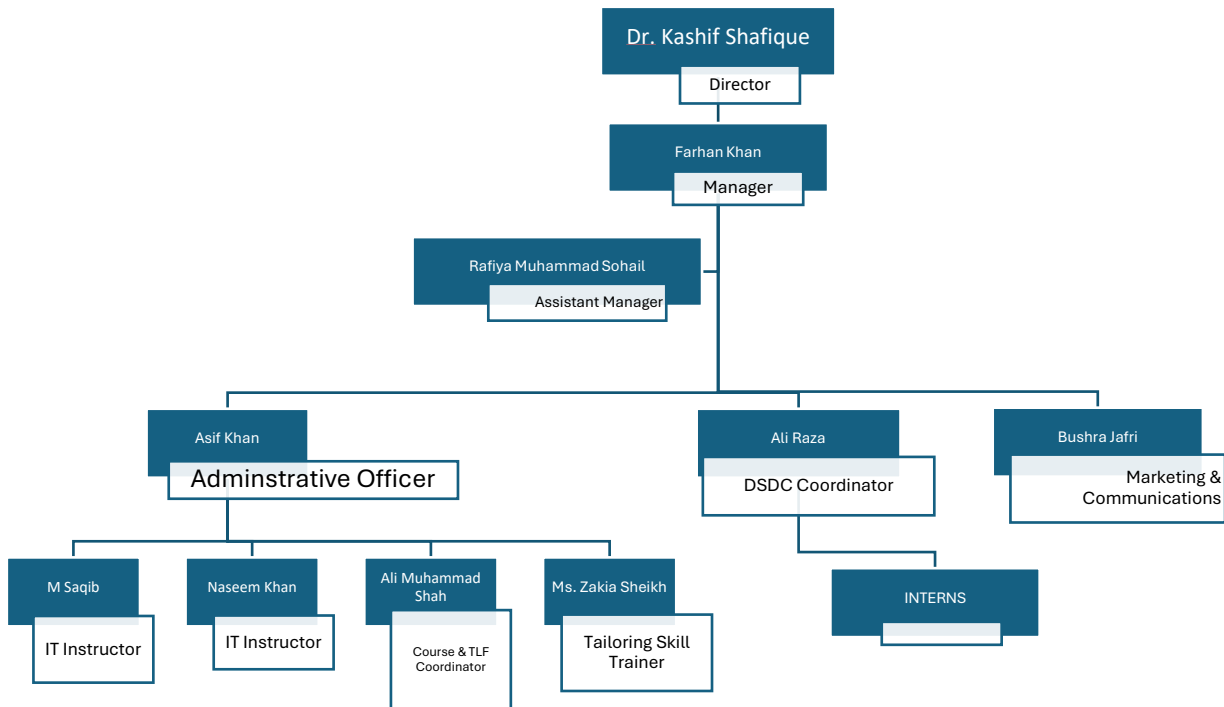
TLF Statement of Purpose

The purpose of DSDC's Stitching & Tailoring Unit is to empower women and young girls from low-income households by providing high-quality textile education and fostering entrepreneurship, enabling them to achieve sustainable livelihoods and contribute to transformative community change.

TLF's Objectives:

1. To operate as a self-sustaining vocational training unit simulating a real factory environment to provide marginalized women & young girls hands-on training required to create a finished product from the start, conduct industry-led projects, and earn income.
2. To ensure an industry aligned curriculum that imparts market-relevant employability skills.
3. To function as a job centre for underprivileged women and young girls, supported by DUHS and partners.
4. Fulfil the Stitching needs of DUHS & other Sustainability Clientele at low cost.
5. Employ new technologies, machinery, and skills to innovate and bring improvements necessary for producing higher-quality textiles products.

ORGANIZATIONAL STRUCTURE



In addition to the two (2) experienced ICT teachers on the payroll, all DSDC Courses are conducted by experienced industry professionals or established trainers who are relevant to the courses being taught e.g. our Digital Marketing course is conducted by a Freelance professional with over 8 years of experience in freelancing and Digital Marketing.

SECTION I: OVERVIEW OF THE STRATEGIC PLANNING PROCESS

The underlying concepts for developing the strategy plan for Dow Skills Development Centre concentrate upon adaptability, which ensures the ability to respond to dynamic situations. Sustainability emphasises the commitment to long-term viability by including economic, social, and environmental issues into the strategy. Excellence is pursued as a baseline, with the goal of achieving high programme quality and impact. Collaboration is encouraged to harness multiple viewpoints and collaborations, generating a joint effort.

The plan's design is guided by inclusivity, which ensures that educational programmes appeal to a wide range of learners while embracing diversity and accessibility. Together, these concepts create a dynamic framework that aligns the strategic plan with the changing landscape of healthcare education and skill development.

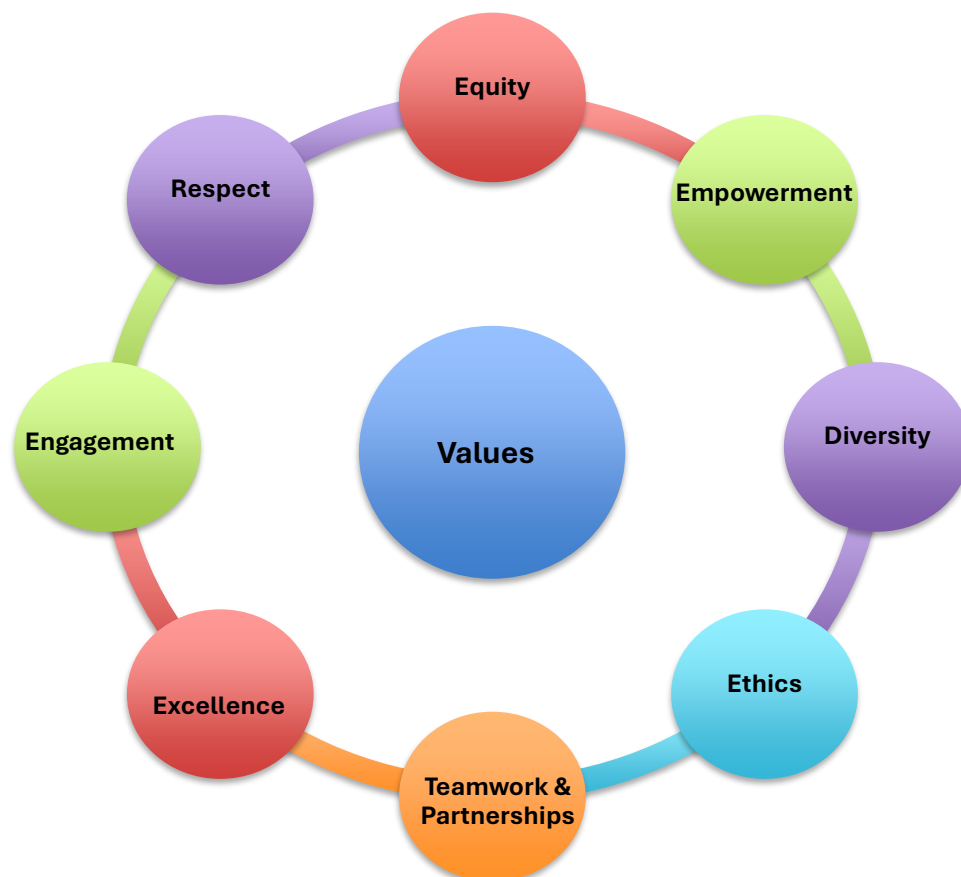
SECTION II: VISION, MISSION & VALUES

VISION

To be a pre-eminent academic institution committed to changing and saving lives.

MISSION

Providing outstanding patient-centered education, training, and clinical care informed by cutting-edge research and innovation generating and disseminating new knowledge.



VALUES

Customer Service

- Put patients & students first.

Empathy & Compassion

- Understand before you judge.
- Be concerned for the sufferings & misfortunes of others.

Excellence

- Be the best and commit to exceptional quality and service.

Innovation

- Encourage curiosity, imagine, create, and share.

Teamwork

- Engage & collaborate.

Integrity & Leadership

- Be a role model and influence others to achieve their best. Have the courage to do the right thing.
- Hold yourself and others accountable.

Respect & Collegiality

- Be kind
- Listen to understand
- Value different opinions

STATEMENT OF PURPOSE

The Dow Skills Development Centre (DSDC) envisions a future where healthcare professionals in Pakistan are equipped with and continuously strive to develop the required technical and digital skills to maintain & improve the standards of public sector healthcare services. Our mission is to lead the way in pioneering healthcare-focused Technical and Digital Skills Training Programmes, empowering existing healthcare professionals (HCPs) and forging new avenues for youth employment in healthcare and allied professions.

Drawing upon the wealth of expertise within Dow University of Health Sciences (DUHS), including alumni and industry professionals, and guided by our values, we strive to bridge skill gaps, promote entrepreneurship, and align with the broader goals and objectives of DUHS.

We are committed to delivering high-quality, short-duration education and skills training that dynamically addresses the evolving needs of the healthcare sector and create financial independence pathways for marginalized communities served by DUHS. Our commitment to innovation fuels the development of cutting-edge programs and solutions that anticipate and meet the demands of an ever-changing healthcare landscape. We recognize the value of collaboration and active engagement with leading educational institutions, industry leaders, technology developers, and communities to maximize the impact of our initiatives.

Beyond healthcare, we extend our focus to societal impact by addressing skill gaps in various sectors, promoting gender equality, and creating

employment opportunities for marginalized groups, contributing to a more inclusive and equitable society.

At DSDC, we see our role as catalysts for positive change. Through our commitment to excellence, innovation, collaboration, inclusivity, sustainability, integrity, and social impact, we strive to be a hub of healthcare TVET excellence and a pillar support in skills education for the youth of Pakistan.

SECTION III: ASPIRATIONAL INSTITUTIONS

Dow Skills Development Centre (DSDC) has selected aspirational institutions that are strategically linked with its goals and objectives.

NED Academy - Centre for Continuing Engineering Education, associated with NED University of Engineering & Technology, is a reputable regional institution with over 100 years' experience in technology-based education. The relationship with NED Academy will go beyond vocational training and will include improving the role of technology in healthcare education, training, and research at DUHS, including topics such as AI, informatics, and other new trends.

Aga Khan University - School of Nursing and Midwifery (SONAM) is a regional option that supports DSDC's healthcare workforce emphasis. The AKUH's tradition of high standards of healthcare education and services are permeated into their vocational training programmes in nursing and midwifery. Establishing a relationship rather than competing with an experienced training provider will lead to sharing of best practises between both institutions and embarking on high impact joint projects for in the healthcare TVET sector.

On a global scale, the **National Institute of Health Sciences (NIHS) in Sri Lanka** provides a holistic approach to teaching healthcare workers that includes technical skills, soft skills, and digital literacy. This is consistent with DSDC's objective of developing a comprehensive training curriculum for Sindh, which hosts the largest number of healthcare facilities among all provinces in Pakistan. The NIHS's expertise in healthcare training will not only serve as an inspiration for DSDC programmes, but also a great source of international best practices that are more relevant to Pakistan than those of any western or developed country with entirely different demographic sets.

Finally, **Skills for Health, located in the United Kingdom**, focuses on workforce development in the healthcare industry, including technical and digital competences. Building a relationship with Skills for Health allows DSDC to benefit from international best practices in healthcare training. This collaboration is anticipated to introduce a worldwide perspective to DSDC's healthcare programmes.

These aspirational institutions were chosen because of their competence, academic linkages, and where possible, emphasis on holistic healthcare education. Each relationship is meant to add distinct qualities to DSDC's purpose of empowering individuals through skill development and leaving a lasting influence on the healthcare industry.

SECTION IV: STRATEGIC GOALS

Goal 01: Transition to demand-driven healthcare TVET hub

Objective 1: Make the change to demand-driven healthcare TVET courses.

Objective 2: Increase participation in healthcare TVET programs.

Goal 02: Strengthen sustainability mechanisms and community engagement.

Objective 1: Enhance DUHS brand recognition in healthcare TVET.

Objective 2: Increase CSR training courses and financial independence pathways.

Objective 3: Expand TLF training programs for underprivileged women.

Objective 4: Strengthen community engagement and funding mechanisms.

Objective 5: Enhance marketing and outreach for TLF and DSDC programs.

Goal 03: Strengthen industry collaborations and knowledge partnerships

Objective 1: Establish partnerships for VR-based training programs.

Objective 2: Collaborate with industry partners for practical training support.

Objective 3: Enhance knowledge sharing with industry and academic partners.

Goal 04: Implement inclusive TVET program delivery and governance enhancement

Objective 1: Implement inclusive education practices.

Objective 2: Strengthen governance and operational efficiency.

Goal 05: Integrate emerging technologies and skills for future healthcare

Objective 1: Establish a technology integration task force.

Objective 2: Integrate emerging technologies into healthcare TVET curriculum.

Objective 3: Build a comprehensive training program with hands-on experience.

Objective 4: Invest in technology infrastructure for training.

1. Transition to Demand-Driven Healthcare TVET Hub:

Action Plan:

- **Curriculum Development Task Force:** Establish a task force comprising experts from DUHS and healthcare industries to analyse skill development needs in existing HCPs and areas of shortage of skilled professionals. Conduct regular meetings and workshops to identify gaps and develop a demand-driven curriculum. A structured process for AI-powered curriculum development will be implemented to analyze industry trends and job market demands, ensuring that course offerings remain relevant. Add AI and machine learning training modules within the healthcare TVET curriculum to enhance data analysis and predictive healthcare skills.
- **Needs Assessment:** Conduct a needs assessment (as thorough as is feasible) by engaging with industry professionals, employers, and healthcare practitioners. Identify current and future skill requirements to align the curriculum with industry demands. A focus will be placed on sector-specific training, ensuring competency-based learning aligned with national and international TVET standards. A cloud-based feedback platform will be introduced, allowing industry partners to provide structured input on graduate performance and training relevance.
- **Accreditation and Endorsements:** Collaborate with DUHS institutions, colleges, and departments for curriculum development. Gain endorsements from relevant healthcare industry bodies and government accreditation & affiliation bodies where necessary to enhance the credibility and recognition of the TVET courses. Efforts will be made to secure affiliation with Sindh Board of Technical Education (SBTE) for applicable courses.
- **Monitoring and Evaluation:** Implement a robust monitoring and evaluation system to continuously assess the effectiveness of the curriculum. Collect feedback from industry partners, students, and trainers for ongoing improvements. Key performance indicators (KPIs) will be set for each training program to measure success and effectiveness.
- **Infrastructure Investment:** Secure an initial seed investment for the development of state-of-the-art infrastructure, including upgradation of DSDC lab PCs so that market relevant courses can be implemented,

training material & equipment, and technology-equipped training solutions like virtual reality simulators. Introduce VR & AR based training solutions and cloud-based virtual labs utilizing platforms like AWS Educate or Microsoft Azure Labs to reduce dependence on physical hardware.

2. Strengthen Sustainability Mechanisms and Community Engagement:

Action Plan:

- **Increase in Enrolment Revenue:** Enhancing the quality of currently offered ICT & freelancing courses, we will increase revenue by increasing the number of batches conducted annually, starting weekend courses, increased community engagement, and other such quantifiable measures.
- **TLF Expansion:** Expand the Textiles Learning Factory (TLF) by increasing production capacity and diversifying product offerings. Develop a comprehensive business plan outlining revenue target, growth strategies, and market expansion plans. A market feasibility study will be conducted to assess high-demand products.
- **Engagement & Sustainability Cell:** Establish an Engagement & Sustainability Cell with dedicated teams for awareness campaigns, industry liaison, grant pursuit, event management, and securing funding. Develop a strategic roadmap for each team to ensure a focused approach.
- **Marketing Strategy:** Implement a comprehensive marketing strategy to promote TLF products and services. Utilize digital platforms, social media, and collaborations with local businesses to enhance visibility and attract new customers. A special focus will be given to marketing healthcare textiles and institutional orders.
- **Seed Investment for Sustainability:** Secure additional investment for the sustainable operation of the TLF, covering infrastructure upgrades, equipment maintenance, and raw material procurement. Grant proposals will be developed for targeted funding opportunities. Propose the use of blockchain-based micro-donations for CSR initiatives to attract small-scale donors and ensure transparency. Add AI-driven predictive analytics to guide the expansion of the Textile Learning Factory (TLF), optimizing product offerings based on market trends.
- **Community Engagement Initiatives:** Develop community engagement initiatives to raise awareness about TLF products and other DSDC courses and involve local communities in supporting sustainable practices. Suggest implementing an AI-powered stakeholder engagement platform to identify potential partners and optimize outreach campaigns.

These detailed action plans provide a comprehensive framework for each strategic goal, encompassing infrastructure investment, resource allocation,

technology enhancement, inclusive education practices, governance improvement, and sustainability mechanisms. The incorporation of an initial seed investment is emphasized, acknowledging the critical role it plays in realizing the sustainable goals and objectives outlined for DSDC.

3. Strengthen Industry Collaborations and Knowledge Partnerships:

Action Plan:

- **Stakeholder Engagement Campaign:** Initiate a comprehensive campaign to identify and engage potential industry partners, DUHS departments, and healthcare practitioners. Conduct industry outreach events, seminars, and workshops to foster collaboration. A structured approach will be followed to establish Public-Private Partnerships (PPPs) to leverage industry expertise and funding. Implement an AI-driven CRM system to track and optimize stakeholder interactions.
- **Memorandums of Understanding (MoUs):** Develop MoUs outlining collaborative projects and initiatives with aspirational partners and other institutions that advance our mission. Clearly define roles, responsibilities, and terms of reference to ensure effective partnerships. Priority will be given to partnerships that offer funding, technology access, or curriculum co-development.
- **Knowledge Sharing Committee:** Form a committee comprising representatives from DSDC, DUHS laboratories and other departments, and industry partners. Facilitate regular knowledge-sharing sessions, workshops, and collaborative research projects to enhance mutual understanding of training & development needs & objectives.
- **Regular Workshops, Seminars, and other Engagement Activities:** Organize periodic workshops, seminars, training & mentorship sessions, and other such activities to facilitate continuous interaction between DSDC and industry partners. Discuss emerging trends, challenges, and opportunities in healthcare TVET. Guest lectures by industry leaders will be incorporated to provide real-world insights to students.
- **Resource Investment:** Initiate projects on pilot stages through DUHS seed funding to attract accelerator funding and large-scale CSR contributions. Allocate & solicit resources for the procurement of advanced equipment, consumables, and technology required for collaborative projects and workshops. A funding pipeline will be created to attract external grants for infrastructure and training development.

4. Implement Inclusive TVET Program Delivery and Governance Enhancement:

Action Plan: Collaborate with industry leaders to ensure access to state-of-the-art equipment and expertise.

- **Inclusive Education Workshops:** Conduct specialized workshops and training sessions for DSDC trainers and staff on inclusive education practices. Equip them with strategies to cater to diverse learning needs, including persons with disabilities.
- **Collaboration with Disability Advocacy Groups:** Establish partnerships with disability advocacy groups to ensure the creation of an inclusive learning environment. Seek guidance on best practices for accommodating students with varying abilities. Specialized scholarships will be explored for disadvantaged learners to improve access. Integrate AI-driven accessibility solutions such as speech-to-text, text-to-speech, and real-time translation features for learners with disabilities. Propose the use of AR and VR-based learning environments to create immersive and inclusive learning experiences for students with physical disabilities.
- **Governance Enhancement:** Strengthen governance by developing and implementing a robust quality management system with SOPs and policies governing all operations of the centre, utilizing technology where possible e.g. project management software. Recommend the use of virtual collaboration platforms like Microsoft Teams and Asana to improve stakeholder interactions and project management.
- **Collaboration with Government Health Departments:** Enhance collaboration with government health departments through regular meetings and joint initiatives. Align TVET programs with national healthcare priorities and policies.

5. Integrate Emerging Technologies and Skills for Future Healthcare:

Action Plan:

- **Technology Integration Task Force:** Add technology providers and academic professionals to knowledge committees to identify key emerging technologies in healthcare and their applications. Dedicated research efforts will focus on the adoption of AI-driven patient care, digital health solutions, and telemedicine technologies.
- **Curriculum Development:** Design and integrate courses that cover emerging technologies such as Artificial Intelligence, Block chain, Robotics, Cybersecurity, Virtual & Augmented Reality, and Cloud Computing into the TVET curriculum. Collaboration with digital health experts will ensure the curriculum remains at the forefront of industry trends.

- **Partnerships with Technology Providers:** Establish partnerships with technology providers to explore technology related funded projects and implementation of training technologies at DUHS.
- **Comprehensive Training Program:** Develop a holistic training program that provides hands-on experience in emerging technologies. Use existing DUHS simulation labs, patient care facilities, and academic facilities to conduct courses and workshops to enhance practical skills among TVET students.
- **Investment in Technology Infrastructure:** Allocate and solicit funds for the acquisition of technology-based infrastructure, software, and tools needed for effective training in emerging technologies. A phased implementation plan will be developed to systematically introduce these technologies. Introduce hands-on labs for telemedicine and IoT in healthcare, including IoT-enabled patient simulators for remote monitoring training.

OBJECTIVES, OKRs & KPIs

Goal 01: Transition to Demand-Driven Healthcare TVET Hub							
Goal Statement: Make DSDC as the preferred choice for healthcare based TVET by Professionals & New Entrants into the healthcare sector							
Objectives & Key results (OKRs)							
Objective 1: Make the change to demand-driven Healthcare TVET Courses							
Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Make the change to demand-driven Healthcare TVET Courses as our focus	KR1.1: Develop and launch at least 9 DUHS Certified Healthcare TVET courses	KPI 1.1: Number of DUHS Certified Healthcare TVET courses developed and launched	Track course development and launch through project management tools and DUHS records	9 courses (3 technical, 3 soft skills, 3 digital skills)	Manager	Curriculum Development Committee, industry experts, funding for course development	semiannually
	KR 1.2: Increase 30% of revenue through TVET programs	KPI 1.2: Revenue earned through TVET programs	Track revenue through financial records and course fees	Increase 30% revenue by the end of 2nd quarter of 2025	Assistant Manager	Updated ICT lab, marketing budget, and course fee structure	quarterly
Objective 2: Increase Participation in Healthcare TVET Programs							
Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Increase Participation in Healthcare TVET Programs	KR2.1: Achieve 25% increase in enrolment of HCPs in healthcare TVET programs	KPI 2.1: Percentage increase in HCP enrolments	Compare enrolments from 2024 (176 HCPs) to 2025 targets	220 HCPs enrolled (25% increase) by the end of 2nd quarter of 2025	Marketing Executive	Marketing campaigns, updated lab infrastructure , VR-based training solutions	quarterly
	KR2.2: Launch VR-based training solutions for PWDs and HCPs	KPI 2.2: Development of VR lab and offer VR based training programs	Track program launches and participant feedback	Development of VR lab and launch at least 2 VR based training programs	Manager	VR equipment, partnerships with tech providers, funding for VR lab setup	semiannually
	KR2.3: Launch of internationally accredited and recognized training programs	KPI 2.3: Offer City & Guilds accredited programs	Track number of enrolments in City & Guilds accredited courses	Launch of at least 6 City & Guilds accredited programs and enroll at least 20 trainees in each program	Manager	City & Guilds accreditation , marketing campaigns	quarterly

Goal 02: Strengthen Sustainability Mechanisms and Community Engagement

Goal Statement: Ensure DSDC's long-term self-sustainability through innovation and community engagement.

Objectives & Key results (OKRs)

Objective 1: Enhance DUHS Brand Recognition in Healthcare TVET

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Enhance DUHS Brand Recognition in Healthcare TVET	KR1.2: Increase awareness of DSDC and DUHS Certified Healthcare TVET courses	KPI 1.2: Number of promotional events and branding activities conducted	Track event schedules, attendance, and social media engagement	10 promotional events and campaigns	Manager	Engaged HBL Foundation and Medi sure PLC for joint awareness campaigns/ activities. Digital marketing campaigns and social media pages engagement	quarterly
	KR1.2: Engage new industry partners for collaborative programs	KPI 1.2: Number of industry partners engaged	Track MoUs and partnership agreements	2 new partnerships established	Manager	Partnership development resources, legal support	Semi annually
	KR1.3: Develop innovative community-based projects (e.g., Green Horizons, Econelle, EZ Shifa)	KPI 1.3: Number of community-based projects launched	Track project development and implementation	launch of at least 2 new projects	Manager	Seed funding, project management tools, and community engagement resources	yearly

Objective 2: Increase CSR Training Courses and Financial Independence Pathways

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Increasing CSR Training Courses and Financial Independence Pathways	KR2.1: Train 500 marginalized youth, ensuring 50% are on income-earning tracks	KPI 2.1: Number of beneficiaries trained and income-earning rate	Track trainee progress and income-earning outcomes	500 trainees, at most 250 on income-earning tracks	Sr. Administrator	Training materials, updated ICT lab, and funding for CSR programs	quarterly
	KR2.2: Recruit personnel and upgrade ICT lab	KPI 2.2: Number of PCs upgraded, and training personnel hired	Track procurement and hiring processes	70 PCs upgraded; 2 professional trainers hired	Sr. Administrator	Funding for lab upgrades	yearly
	KR2.3: Launch 2 batches of Evening Digital Courses (CIT & DMM)	KPI 2.3: Number of batches launched and enrolments	Track course schedules and enrolments	2 batches launched with at least 20 trainees each	Manager	Course materials, trainers, and marketing budget	quarterly

Objective 3: Expand TLF Training Programs for Underprivileged Women

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Expand TLF Training Programs for Underprivileged Women	KR 3.1: 12 underprivileged women trained in stitching and tailoring at TLF, 1 inducted as intern on incentive from TLF self-generated funds	KPI 3.1: Train 40 trainees as per original plan & induct at least 3 at TLF as semi-professional stitchers	Number of beneficiaries trained, added to production unit	Train 40 trainees, at least 10 on income earning tracks	Assistant Manager	Training Material, equipment and funding	semiannually
	KR3.2: Generate PKR 40 million in sales revenue	KPI 3.2: Revenue generated and number of orders	Track sales records and order processing	PKR 40 million in revenue	Manager	Marketing campaigns, e-commerce websites, and streamlined order processing tools	quarterly
	KR3.3: Increase internal and external orders by 25%	KPI 3.3: Number of orders received	Track order processing and sales data	25% increase in orders	Assistant Manager	Marketing materials, order management software	quarterly
	KR4.4: Launch TLF e-commerce website for internal and external orders	KPI 4.4: Website launched and operational	Track website development and order processing	1 e-commerce website launched	Marketing Executive	Website development tools, IT support, and marketing budget	yearly

Objective 4: Strengthen Community Engagement and Funding Mechanisms

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Strengthen Community Engagement and Funding Mechanisms	KR4.1: Secure PKR 10 million in grants and CSR funding	KPI 4.1: Amount of funding secured	Track grant applications and funding receipts	PKR 10 million secured	Manager	Grant writing resources, CSR partnership tools, and funding pipeline development	yearly
	KR4.2: Organize 3 community engagement activities	KPI 4.2: Number of activities organized	Track event schedules and participation	3 activities completed	Manager	Event planning resources, marketing materials, and community engagement tools	yearly

	KR4.3: Establish 2 new partnerships for CSR funding and sponsorships	KPI 4.3: Number of partnerships established	Track partnership agreements and funding contributions	2 partnerships established	Manager	Partnership development resources, and legal support	yearly
Objective 5: Enhance Marketing and Outreach for TLF and DSDC Programs							
Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Enhance marketing and outreach for TLF and DSDC programs	KR5.1: Increase social media engagement by 30%	KPI 5.1: Percentage increase in social media followers and engagement	Track social media analytics and campaign performance	30% increase in engagement	Marketing Executive	Social media tools, content creation resources, and marketing budget	yearly
	KR5.2: Participant in promotional workshops and events (e.g. health expo)	KPI 5.2: Number of events attended	Track event schedules	participated in 3 events	Marketing Executive	Event planning resources, promotional materials	yearly

Goal 03: Strengthen Industry Collaborations and Knowledge Partnerships							
Goal Statement: Foster strategic partnerships to enhance practical training and knowledge sharing in healthcare TVET.							
Objectives & Key results (OKRs)							
Objective 1: Establish Partnerships for VR-Based Training Programs							
Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Establish partnerships for VR-based training programs for HCPs and marginalized groups	KR1.1: Identify potential partners and prepare comparative statements	KPI 1.1: Number of potential partners identified and evaluated	Track partner identification and evaluation	1 potential partner identified	Manager	partnership evaluation frameworks, and stakeholder engagement resources	yearly
	KR1.2: Finalize VR solutions and pricing for DSDC VR Training Facility	KPI 1.2: VR solutions finalized, and budget approved	Track VR solution selection and budget approval	At least 4 VR solutions were finalized, and budget approved	Manager	VR equipment, vendor proposals, and funding for VR lab setup	yearly
	KR1.3: Sign MoU with NEDUET for VR-based training programs	KPI 1.3: Number of MoUs signed with academic/industry partners	Track MoU signing and implementation progress	1 MoU signed with NEDUET	Manager	Legal support, partnership development resources	yearly
Objective 2: Collaborate with Industry Partners for Practical Training Support							

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Collaborate with industry and technical partners for practical training support	KR2.1: Co-develop modules for allied healthcare and industrial skills	KPI 2.1: Number of collaborative training modules developed	Track module development and partner feedback	3 modules co-developed for HCPs	Manager	Industry experts, curriculum development tools, and partnership resources	semiannually
	KR2.2: Launch 1st VR + Practical pilot program with 15 participants	KPI 2.2: Number of pilot programs launched, and participants trained	Track program launches and participant feedback	1 pilot program with 15 participants	Manager	VR equipment, training materials, and industry collaboration resources	quarterly
	KR2.3: Secure DUHS budget with ORIC for VR TVET Lab setup	KPI 2.3: Budget secured for VR lab setup	Track budget approval and allocation	Secure funds for lab setup	Manager	Budget proposals, ORIC collaboration, and funding resources	yearly

Objective 3: Enhance of Knowledge Sharing with Industry and Academic Partners

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Enhance knowledge sharing with industry and academic partners	KR3.1: Form a Knowledge Sharing Committee with industry and academic representatives	KPI 3.1: Number of committee members engaged	Track committee formation and participation	10 committee members engaged	Manager	Committee formation resources, meeting facilitation tools, and stakeholder engagement	yearly
	KR3.2: Publish 2 collaborative research papers with industry/academic partners	KPI 3.2: Number of research papers published	Track research progress and publication	2 research papers published	Manager	Research funding, collaboration tools, and academic resources	semiannually

Goal 04: Implement Inclusive TVET Program Delivery and Governance Enhancement:

Goal Statement: Promote inclusive education and strengthen governance to support diverse learners and operational efficiency, including TLF initiatives.							
Objectives & Key results (OKRs)							
Objective 1: Implement Inclusive Education Practices							
Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Implement inclusive education practices for diverse learners, including people with disabilities	KR1.1: Introduce and conduct 3 inclusive training programs	KPI 1.1: Number of trainings conducted	Track training programs and beneficiaries trained	1 potential partner identified	Manager	Workshop materials, trainers, and accessibility tools	quarterly
	KR1.2: Partner with disability advocacy groups to create an inclusive environment	KPI 1.2: Number of partnerships established with disability advocacy groups	Track partnership agreements and implementation	2 partnerships established	Manager	Partnership development resources and accessibility tools	quarterly
	KR1.3: Integrate AI-driven accessibility solutions (e.g., speech-to-text, AR/VR)	KPI 1.3: Number of accessibility solutions implemented	Track implementation and user feedback	1 AI-driven accessibility solutions implemented	Manager	AI tools, AR/VR equipment, and funding for accessibility solutions	yearly
Objective 2: Strengthen Governance and Operational Efficiency							
Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Strengthening Governance and Operational Efficiency	KR2.1: Develop and implement a robust quality management system with SOPs	KPI 2.1: Number of SOPs developed and implemented	SOP development and implementation progress	5 SOPs developed and implemented	Manager	Quality management tools, project management software	semiannually
	KR2.2: Introduce virtual collaboration platforms (e.g. Asana)	KPI 2.2: Number of platforms implemented and user adoption rate	Track platform implementation and user feedback	1 platform implemented with 90% user adoption	Manager	Software licenses, and IT support	yearly
	KR2.3: Streamline TLF order processing and billing systems	KPI 2.3: Reduction in order processing and payment delays	order processing times and vendor payments	25% reduction in delays (current time: 90 to 120 days)	Manager	Order management software (e.g., Asana) and SOP development resources	yearly

Goal 05: Integrate Emerging Technologies and Skills for Future Healthcare

Goal Statement: Equip healthcare professionals and students with cutting-edge skills and technologies to meet future healthcare demands.							
Objectives & Key results (OKRs)							
Objective 1: Establish a Technology Integration Task Force							
Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Establish a Technology Integration Task Force to identify and implement emerging technologies	KR1.1: Form a task force with technology providers and academic professionals	KPI 1.1: Number of task force members engaged	Track task force formation and participation	05 task force members engaged	Manager	Task force formation resources, stakeholder engagement tools, and meeting facilitation	Yearly
	KR1.2: Identify 3 key emerging technologies for healthcare TVET	KPI 1.2: Number of technologies identified	Track technology identification and prioritization	3 technologies identified (e.g., AI, VR, IoT, block chain, cyber security)	Assistant Manager	Research resources, industry reports, and expert consultations	Yearly
	KR1.3: Develop a phased implementation plan for technology integration	KPI 1.3: Implementation plan developed and approved	Track plan development and approval	1 implementation plan approved	Marketing Executive	Project management tools, funding, and stakeholder approval	yearly
Objective 2: Integrate Emerging Technologies into Healthcare TVET Curriculum							
Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Integrate Emerging Technologies into Healthcare TVET Curriculum	KR2.1: Design and approve curriculum for 3 emerging technology courses	KPI 2.1: Number of courses developed and approved	Track curriculum development and approval process	3 courses developed and approved	Manager	Curriculum development resources, industry experts, and funding for course design	Yearly
	KR2.2: Train 20 instructors in emerging technologies	KPI 2.2: Number of instructors trained	Track training schedules and feedback	20 instructors trained	Manager	Training materials, trainers, and technology tools	Semiannually
Objective 3: Build a Comprehensive Training Program with Hands-On Experience							
Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Build a Comprehensive Training Program with Hands-On Experience	KR3.1: Develop 3 hands-on training modules for AI, VR, and IoT	KPI 3.1: Number of training modules developed	Track module development and implementation	3 training modules developed	Manager	Training materials, technology tools, and industry experts	Semiannually
	KR3.2: Train 100 healthcare professionals in emerging technologies	KPI 3.2: Number of professionals trained	Track trainee progress and feedback	Track trainee progress and feedback	Manager	Training materials, trainers, and technology tools	yearly
Objective 4: Invest in Technology Infrastructure for Training							

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Build a Comprehensive Training Program with Hands-On Experience	KR4.1: Upgrade ICT lab with 20 high-performance PCs and VR equipment	KPI 4.1: Number of PCs and VR equipment installed	Track procurement and installation progress	20 PCs and 5 VR setups installed 3 training modules developed	Manager	Funding for lab upgrades, IT support, and VR equipment	Yearly

SECTION V: RESOURCE PLANNING FOR ACHIEVING STRATEGIC GOALS

DSDC main lab computers and infrastructure urgently require to be updated to be able to run the required software and programmes that would make market relevant Skills Education possible at DSDC, providing over 1200 underprivileged youth, women, and healthcare professionals annually access to quality education and training and income pathways. The lab upgradation is DSDC management's top priority.

Urgent Requirement:

1. 50 Core i5 Desktop PCs for general Digital Skills training of CSR students & HCPs
2. 20 Core i7 Desktop PCs, capable of running software that have high system resources requirements.

Resource Plan for 3-Year Strategic Goals

Goal 1: Transform to Demand-Driven Healthcare TVET Hub

1. **Curriculum Development Task Force**
 - People: Educational experts, industry professionals
 - Space: Meeting rooms, workshop venues
 - Equipment: Audio-visual aids, collaboration tools
2. **Needs Assessment**
 - People: Industry liaisons, researchers
 - Space: Meeting rooms, interview spaces
 - Equipment: Survey tools, data analysis software
3. **Accreditation and Endorsements**
 - People: Legal experts, industry liaisons
 - Space: Meeting rooms, event venues
 - Equipment: Documentation tools
4. **Monitoring and Evaluation**
 - People: Data analysts, evaluators
 - Space: Office space for staff
 - Equipment: Evaluation software, feedback tools
5. **Infrastructure Investment**
 - Space: training spaces (DSDC lab, ICT labs, Skill Labs, Hospital facilities)
 - Equipment: Up to date and capable desktop PCs, project management software

Goal 2: Strengthen Sustainability Mechanisms and Community Engagement

21. **Increase in Enrolment Revenue**
 - People: Marketing team, enrollment coordinators
 - Space: Marketing offices, enrollment planning spaces
 - Equipment: Marketing materials, enrollment tracking tools
22. **TLF Expansion**
 - People: TLF management, production team, skill trainers
 - Space: TLF production areas, expansion planning offices
 - Equipment: Production machinery and software
23. **Engagement & Sustainability Cell**

- People: Cell members
- Space: Cell office space, planning spaces
- Equipment: Communication tools, engagement planning resources
- 24. **Marketing Strategy**
 - People: Marketing strategists, content creators
 - Space: Marketing offices, content creation spaces
 - Equipment: Marketing materials, digital marketing tools
- 25. **Seed Investment for Sustainability**
 - People: Industry liaison officers, marketing & fund raising personnel
 - Space: Funding allocation offices, investment planning spaces
 - Equipment: Financial planning tools, investment allocation resources
- 26. **Community Engagement Initiatives**
 - People: Community engagement team, event organizers
 - Space: Community engagement offices, event planning spaces
 - Equipment: Community engagement materials, event planning tools

Goal 3: Strengthen Industry Collaborations and Knowledge Partnerships

- 6. **Stakeholder Engagement Campaign**
 - People: Marketing team, event planners
 - Space: Event venues, marketing offices
 - Equipment: Promotional materials, presentation tools
- 7. **Memorandums of Understanding (MoUs)**
 - People: Legal experts, negotiators
 - Space: Meeting rooms, Ceremony spaces
 - Equipment: Documentation tools including AI based tools
- 8. **Knowledge Sharing Committee**
 - People: Committee members, facilitators
 - Equipment: Audio-visual aids, collaboration tools
- 9. **Regular Workshops and Seminars**
 - People: Workshop organizers, trainers
 - Space: Workshop venues, seminar halls, labs
 - Equipment: Audio-visual aids, Updated training materials (consumables & equipment)
- 10. **Resource Investment**
 - Space: Storage facilities
 - Equipment: training equipment aligned with industry needs, technology tools

Goal 4: Ensure Inclusive Teaching Practices and Governance Enhancement

- 16. **Inclusive Education Workshops**
 - People: Workshop organizers, inclusivity trainers
 - Space: Workshop venues, inclusivity training rooms
 - Equipment: Inclusivity training materials
- 17. **Collaboration with Disability Advocacy Groups**
 - People: Advocacy group liaisons, inclusivity coordinators
 - Space: Collaboration spaces, inclusive training spaces
 - Equipment: Collaboration tools
- 18. **Governance Enhancement**

- People: Governance experts, technology coordinators
19. **Collaboration with Government Health Departments**
- People: Government liaisons, policy experts
20. **Investment in Inclusive Infrastructure**
- People: DUHS Works & Services, Planning & Development persons
 - Space: Construction sites, infrastructure planning offices

Goal 5: Integrate Emerging Technologies and Skills for Future Healthcare

11. **Technology Integration Task Force**
- People: Tech experts, curriculum developers
 - Space: Tech task force meeting rooms
 - Equipment: Technology demonstration tools, collaboration tools, capable PCs
12. **Curriculum Development**
- People: Educational experts, technology instructors
 - Space: Curriculum development offices, DUHS labs & healthcare facilities
 - Equipment: project management software, tech tools
13. **Partnerships with Technology Providers**
- People: Partnership managers, tech liaisons
 - Space: Partnership negotiation spaces
 - Equipment: Collaboration tools
14. **Comprehensive Training Program**
- People: Trainers, tech instructors, course coordinators
 - Space: Simulation labs, training rooms
 - Equipment: state-of-the-art technology infrastructure, training materials
15. **Investment in Technology Infrastructure**
- Space: Tech labs, storage facilities
 - Equipment: Cutting-edge technology tools, software

SECTION VI: IMPLEMENTATION AND MONITORING OF STRATEGIC PLAN

DSDC will employ a Key Performance Indicator (KPI) framework to systematically monitor and evaluate the progress of its 3-year strategic plan. The identified KPIs will serve as quantifiable metrics, enabling DSDC to measure the achievement of specific objectives across different facets of its operations.

These KPIs, ranging from the development and launch of healthcare TVET courses to the establishment of partnerships, revenue generation, and inclusive education impact, will be regularly tracked and assessed. Periodic reviews, both quarterly and annually, will facilitate a comprehensive evaluation of each objective's success. By aligning KPIs with strategic goals, DSDC ensures a dynamic and adaptive approach to its planning, allowing for real-time adjustments and informed decision-making.

The continuous analysis of KPI data will not only provide insights into the effectiveness of implemented strategies but also guide future initiatives, fostering a culture of accountability, transparency, and excellence within the organization.

Key Performance Indicators (KPIs) for the Dow Skills Development Centre (DSDC)

These KPIs provide a comprehensive set of measures of DSDC's performance that can be used to evaluate DSDC's performance annually, incorporating aspects of programme development, enrolment, partnerships, financial sustainability, and resource enhancement. DSDC management has attempted to strike a realistic balance between setting ambitious goals and the potential challenges and other factors present in the dynamic environments of both DUHS and Pakistan.

1. Healthcare TVET Program Performance:

- *KPI 1:* Number of DUHS Certified Healthcare TVET courses developed and launched.
- *KPI 2:* Percentage increase in enrolments of existing Healthcare Professionals (HCPs) and fresh candidates in healthcare TVET courses.
- *KPI 3:* Revenue earned through TVET programme.

2. Technical Partnerships and Programme Development:

- *KPI 4:* Number of new financial & technical partnerships established with academic institutions, industry partners, and learning technology providers.
- *KPI 5:* Number of collaborative programmes launched on semi-commercial models.
- *KPI 6:* Revenue earned through collaborative courses.

3. Enrolment and Revenue from Textiles Learning Factory (TLF):

- *KPI 6:* Number of trainees enrolled in TLF Stitching Training course.
- *KPI 7:* Annual sales revenue generated by TLF and Profit earned after expenses.

4. Inclusive Education and CSR Impact:

- *KPI 8:* Number of marginalized youths trained, with a focus on underprivileged women & young girls and persons with disabilities.
- *KPI 9:* Percentage of trained individuals in CSR courses placed on income-earning tracks.

5. Engagement & Sustainability Cell:

- *KPI 10:* Number of awareness and community engagement activities organized.
- *KPI 11:* Number of partnerships established through industry liaison for sponsorship, CSR funding, and On-job Training.
- *KPI 12:* Amount of funds secured through grants, corporate donations, and other forms of funding.
- *KPI 13:* Number of new projects/activities launched that led to positive social and financial results.

6. Personnel Enhancement:

- *KPI 14:* Number of appropriately qualified and skilled personnel recruited.
- *KPI 15:* Number of Professional Development workshops undertaken by DSDC staff.

Monitoring and Evaluation Mechanism:

1. Periodic Progress Reviews:

- Establish a routine for monthly progress reviews within the Implementation Workgroup.
- Conduct quarterly comprehensive reviews involving all stakeholders to assess overall progress.

2. Key Performance Indicators (KPIs):

- Develop a set of specific, measurable, achievable, relevant, and time-bound (SMART) KPIs for each strategic goal.
- Regularly track and report on KPIs to measure progress and identify areas for improvement.

3. Feedback Mechanisms:

- Implement mechanisms for continuous feedback from various stakeholders, including staff, students, industry partners, and community members.
- Utilize surveys, focus group discussions, and feedback forms to gather insights and perceptions.

4. Data-Driven Decision Making:

- Implement data collection and analysis tools to support data-driven decision-making.
- Utilize data analytics to identify trends, assess the effectiveness of initiatives, and guide future planning.

5. Annual Strategic Plan Review:

- Conduct an annual review of the entire strategic plan to evaluate the achievement of goals and identify areas for improvement.

- Solicit input from an external auditor or consultant for an unbiased perspective.

By establishing a “Unit Specific Workgroup”, utilizing SMART KPIs, fostering stakeholder engagement, and incorporating feedback mechanisms, DSDC can ensure the effective implementation and continuous monitoring of its strategic plan.

SECTION VIII:

LIST OF APPENDICES

No.	DESCRIPTION
A	SWOT ANALYSIS
B	TOWS MATRIX

APPENDIX A: SWOT ANALYSIS

STRENGTHS	WEAKNESSES
<ol style="list-style-type: none"> 1. Affiliation with Dow University of Health Sciences, a recognized institution. 2. Established reputation and credibility in the healthcare. 3. Strong commitment to UN SDGs, specifically 3 (Good Health and Well-being), 4 (Quality Education), 5 (Gender Equality), and 8 (Decent Work and Economic Growth). 4. Access to a diverse pool of faculty members and healthcare professionals. 5. Potential to integrate digital skills training to enhance skill development curriculum. 6. All necessary facilities for a comprehensive Healthcare TVET programme available at both campuses. 7. A social enterprise (Textiles Learning Factory) 	<ol style="list-style-type: none"> 1. Insufficient focus on marketing and branding for DSDC. 2. Limited resources & facilities available for an updated & relevant curriculum. 3. Gaps in the current curriculum in alignment with emerging needs. 4. Limited engagement with external stakeholders leading to limited CSR funding. 5. Challenges in accessing vast pool of quality human resources at DUHS. 6. Low interest among DUHS students.
OPPORTUNITIES	THREATS
<ol style="list-style-type: none"> 1. Growing demand for skilled healthcare professionals with soft skills and digital competencies. 2. Support of Government & foreign aid for healthcare and digital training. 3. Potential collaborations with healthcare and tech institutions for practical training. 4. Absence of standardized, quality driven healthcare TVET. 5. Increased awareness on public health, special needs, and digital skills for HCPs, creating new avenues for training. 6. The TLF, a proven candidate for social investment, sustainable commercial activities, and philanthropic funding, can be facilitated to become a source of cost reduction in DUHS Textile & Linen expenses. 7. Ojha campus is surrounded by a large and growing youth population with limited access to quality education. 	<ol style="list-style-type: none"> 1. Competition from other skill development or continuing education centres at AKUH, Ziauddin, & others. 2. Budget constraints impacting the ability to invest in modern training facilities. 3. Restrictions on engaging DUHS employees and facilities for training purposes. 4. Regulatory changes affecting accreditation and certification. 5. Perceptions about the quality of public sector training and expected prices. 6. Lengthy procurement & audit processes adversely affecting TLF operations, particularly order fulfilment timelines and investor ROI.

APPENDIX B: TOWS MATRIX

OPPORTUNITIES (O)		THREATS (T)
<ol style="list-style-type: none"> 1. Growing demand for skilled healthcare professionals with soft skills and digital competencies. 2. Support of Government & foreign aid for healthcare and digital training. 3. Potential collaborations with healthcare and tech institutions for practical training. 4. Absence of standardized, quality driven healthcare TVET. 5. Increased awareness on public health, special needs, and digital skills for HCPs, creating new avenues for training. 6. The TLF, a proven candidate for social investment, sustainable commercial activities, and philanthropic funding, can be facilitated to become a source of cost reduction in DUHS Textile & Linen expenses. 7. Ojha campus is surrounded by a large and growing youth population with limited access to quality education. 		<ol style="list-style-type: none"> 1. Competition from other skill development or continuing education centres at AKUH, Ziauddin, & others. 2. Budget constraints impacting the ability to invest in modern training facilities. 3. Restrictions on engaging DUHS employees and facilities for training purposes. 4. Regulatory changes affecting accreditation and certification. 5. Perceptions about the quality of public sector training and expected prices. 6. Lengthy procurement & audit processes adversely affecting TLF operations, particularly order fulfilment timelines and investor ROI.
STRENGTHS (S)	SO	ST
<ol style="list-style-type: none"> 1. Affiliation with Dow University of Health Sciences, a recognized institution. 2. Established reputation and credibility in the healthcare. 3. Strong commitment to UN SDGs, specifically 3 (Good Health and Well-being), 4 (Quality Education), 5 (Gender Equality), and 8 (Decent Work and Economic Growth). 4. Access to a diverse pool of faculty members and healthcare professionals. 	<ol style="list-style-type: none"> 1. Leverage the DUHS brand name to establish strong partnerships with healthcare and technology institutions. 2. Pursue government & foreign grants and funding opportunities aligned with SDGs & DUHS Goals 4, 5, & 6 under the domain of TVET. 3. Engage in inter-departmental collaborations to offer interdisciplinary training programs on semi-commercial basis. 4. Develop advanced courses that integrate 	<ol style="list-style-type: none"> 1. Address potential negative perceptions through success stories and the quality of training. 2. Leverage DUHS Brand: Capitalize on DUHS affiliation for partnerships with healthcare institutions to enhance training offerings. 3. Implement programs that encourage HCPs retention and ongoing professional development. 4. Invest in modern training facilities to remain competitive. 5. Engage industry partners to cover training expenses,

<ul style="list-style-type: none"> 5. Potential to integrate digital skills training to enhance skill development curriculum. 6. All necessary facilities for a comprehensive Healthcare TVET programme available at both campuses. 7. A social enterprise (Textiles Learning Factory) 	<p>healthcare and digital skills, as per latest global trends.</p> <ul style="list-style-type: none"> 5. Improve DUHS healthcare services through technical & soft skills training of service & academic staff. 6. Strengthen & facilitate the TLF to become a strong source of funds for the DSDC's sustainability. 7. Implementation of CSR based Youth Empowerment projects, that can also be a source of trained labour for DUHS 	<p>resulting in lower investment needed by HCPs.</p> <ul style="list-style-type: none"> 6. Engage with procurement & audit department to establish SOPs and policies for smooth TLF operations. 7. Access CSR funding projects for youth empowerment, addressing workforce shortages.
WEAKNESSES (W)	WO	WT
<ul style="list-style-type: none"> 1. Insufficient focus on marketing and branding for DSDC. 2. Limited resources & facilities available for an updated & relevant curriculum. 3. Gaps in the current curriculum in alignment with emerging needs. 4. Limited engagement with external stakeholders leading to limited CSR funding. 5. Challenges in accessing vast pool of quality human resources at DUHS. 6. Low interest among DUHS students. 	<ul style="list-style-type: none"> 1. Allocate resources for marketing enhance visibility and attract funding. 2. Develop a consistent engagement for funding for facilities. 3. Actively engage with external stakeholders to address gaps. 4. Establish a network of trainers recommended by relevant DUHS HODs. 5. Tailor programs as per the interest of DUHS students. 	<ul style="list-style-type: none"> 1. Insufficient resources, including independent management of DSDC social media pages, for effective marketing to counter competition and enhance visibility. 2. Regular review and updating of the curriculum to stay relevant. 3. Inability to engage external stakeholders for additional funding and support. 4. Procedural hindrances leading to inability to build a network of qualified trainers to address skill gaps. 5. Inability to actively engage and modify programmes to align with DUHS students' interests and preferences. 6. Insufficient human resources to manage & implement all plans & programmes