

TVET in PAKISTAN

Historic Perspective

- Pakistan inherited a system of technical education which was incompatible with requirements
- The Technical Education and Vocational Training System was built upon this low base over the period of five decades
- 1947-1957 has been a phase of orientation and sensitization
- The period 1959-70 is seen as making efforts for the development of technical education
- 1969-79 witnessed experimentation
- An expansion is found taking place during the period 1980-90
- Promulgation of the National Training Ordinance in 1980
- The period 1991-2000 marks qualitative improvements in vocational training, initiation of women training programmes
- Traditional Ustad Shagird System remained an important source and mainstay of the skill base

Structure and providers of Vocational Training in Pakistan:

Vocational Training Programme in Pakistan is being administered by a number of federal, provincial and private agencies, e.g.:

- i) Government Vocational Institutes (GVIs) administered by the Provincial Education Department
- ii) Government Vocational Institutes (GVIs) Vocational training centres (VTCs), Government Vocational Institutes (GVIs) and Apprenticeship Training Centres (ATCs) administered by the Provincial Labour Departments
- iii) In-Plant Training programme i.e. Apprenticeship Training under the Apprenticeship Training Ordinance, 1962 administered by the Provincial Directorates of Manpower and Training of Labour Departments in establishments employing 50 or more workers.
- iv) Training within industry designed for individual and specific needs
- v) Other training programmes administered by various agencies such as Overseas Pakistanis Foundation, Agency for Barani Areas Development, Small Industries Development Corporations etc.
- vi) Private technical training institutions
- vii) Informal sector training / Ustad Shagird System

ORGANIZATION	Certification	Duration	1990-2000	
			No. of Institutes	Capacity
(a) Directorate of Technical Education				
1. Polytechnic and Colleges of Technology	D.A.E	3-years	110	52100
2. Commercial Training Institutes	I.Com D.Com	1-year 2-years	216	22600
3. Govt. Vocational Institutes	Certificate	1-year 2-year	194 165	9500 9000
(a) Directorate of Manpower & Training (Labour)				
1. T.T.C. and G.V.Is	Certificate	1-2 years	103	20000
(a) Directorate of Social Welfare				
(a) Small Industries Corporation	-do-	1-6 months	213	7487
(a) ABAD	--	6-m – 1 year	42	3084
(a) Industries	--	6-m- 2 years	13	722
(a) Directorate of Rural Development (NWFP)	--	---	415	10500
(a) OPF	--	4-10 Months	5	1480
(a) Staff Welfare Organization	--	3-6 Months	46	2480
(a) Paramedic Staff Training	--	---	7	160
(a) Agri. Engg (Punjab & NWFP)	--	6-m – 1 year	11	760
Total Institutions			3703	184,078
Informal (guesstimated)				
				120,000

- **Apprenticeship Ordinance is applicable to establishments employing 50 or more workers and having five workers in an Apprenticiable trade**
- **Vocational training facilities for women**
- Major contribution in women training is by the institutions / embroidery centres established by NGOs
- “Industrial Homes” of Ministry of Social Welfare

Training Legislation:

- National and Provincial Training Boards following the promulgation of the National Training Ordinance in 1980
- The Technical Education and Vocational Training Authority in Punjab (TEVTA) established in June 1999
- TEVTAs have also been established in other provinces
- National Vocational & Technical Education Commission (NAVTEC) regulate and provide policy direction for Technical Education & Vocational Training
- **Skills Development Councils (SDCs)**

Employability:

- NWFP reported employment of the graduates to be 53 percent
- Manpower Directorate of the Punjab reported employment level of 47 percent
- Development Cell/Directorate of Manpower and Training (DMT) the result reveal that the employability of the 1 year and 2 years programmes of DMT was 76%
- Apprenticeship Scheme
- 65 percent of the pass outs were either by the same employer (47 percent) or by other employers (18 percent)
- Six percent of the pass outs became self-employed and 9 percent remained jobless or unemployed.
- Around one-fifth (20 percent) of apprentices could not be traced

- The Technician level training as a distinct educational stream was initiated in 1950's
- The number of mono/polytechnic institutions is 110 of which 62 are in public sector and 48 in Private Sector
- Diploma of Associate Engineers (D.A.E) in 35 technologies
- B.Tech or B. Tech (Hons)
- The lack of qualified teachers, together with the use of outdated course material/curricula, and the lack of interaction with industry and the world of work

Administration of labour market information:

- The Annual Establishment Enquiry conducted by the survey and statistics wings of the Provincial Directorates/Wings of Manpower and Training
- Census of Manufacturing Industries (CMI) conducted by the Federal Bureau of Statistics (FBS)
- Survey of Small and Household Manufacturing Industries in Pakistan conducted by the Federal Bureau of Statistics (FBS)
- “Employment Exchanges”
- The Provincial Labour Departments register all shops for purpose of giving license
- The University Grants Commission, Central Bureau of Education bring out statistics
- Pakistan Public Administration Research Centre of the Management Services Division
- The annual reports of the Public Service Commission
- National Talent Pool of the manpower division
- Medical and Engineering Councils
- Ministry of Sciences and Technology
- Bureau of Emigration and Overseas Employment

ISSUES in LMI:

- There is no systematic method of monitoring national and provincial labour market demand, beyond general labour force surveys
- Follow up of VTT Graduates: This is retrospective LMI data, but it is very useful.
- Unfortunately Pakistan VTT institutions do not do formal surveys of graduates

ISSUES in TVET:

- Social vs economic demand
- Training content
- Linkage
- Under Utilization of Existing Facilities
- Inflexibility/lack of Autonomy
- Informal Sector Training
- Apprenticeship Training
- Effect of Globalization
- Public Sector Allocations
- Role of Employers
- Flexibility

SMALL & MEDIUM ENTERPRISES (SME):

- SME Bank
- Khushhali Bank
- The Small and Medium Enterprises Development Authority (SMEDA)
- Role of Vocational/Skills Training Centres in Micro Enterprises Development
- Small and Medium Enterprises (SMEs) is a main engine of economic growth
- Job creation

Proposed Technical Education & Vocational Training System

