

SECTOR BRIEF

Technical and Vocational Education and Training (TVET) Sector in Pakistan

By Research and Publications Department, ICMA Pakistan

Technical and Vocational Education and Training (TVET) play an important role in the socio-economic development of any country. TVET refers to education and training that prepares people for employment and makes them more productive in various economic fields.

In 1947, Pakistan had a very low industrial base and it inherited a system of technical education that was incompatible with requirements. Industrialization began in 1950s which required persistent supply of skilled manpower to sustain the growth of industrial sector. In 1958, a Commission on National Education was established which reviewed in detail the education and TVET system in Pakistan and identified four categories of TVET viz. (1) manual labour; (2) trained and skilled labour; (3) technicians as supervisors; and (4) creative engineers and executives. Based on these recommendations, the Government undertook TVET reforms at Federal and Provincial levels, including promulgation of different TVET-related legislations.

- 1962:** The Apprenticeship Act, 1962 was introduced to ensure supply of skilled labour force to industrial sector
- 1976:** National Training Bureau (NTB) was established which also houses the NT Board
- 1980:** National Training Ordinance was promulgated to form Training Boards to regulate and promote TEVT
- 1998:** Punjab Vocational Training Council (PVTC) was established on the basis of Public Private Partnership
- 1999:** TEVTA Punjab was established [now replaced by TEVTA Act, 2010]
- 2005:** National Vocational & Technical Training Commission (NAVTTTC) was established as an apex body for TVET
- 2009:** NAVTTC launched the 'Skilling Pakistan: National Skills Strategy 2009-2013' to reform the TVET system
- 2010:** TEVTA Sindh was established under TEVTA Act, 2010
- 2010:** Punjab Skills development fund was set up jointly with Foreign, Commonwealth & Development Office (FCDO)
- 2010:** First 4-year TVET Reform Support Program was launched in support with EU, Germany and the Netherlands

- 2011:** Ministry of Professional and Technical Training was established to lead role in TVET and head NAVTTC
- 2013:** National Skills Information System (NSIS) was launched by NAVTTC to provide workforce information
- 2015:** TEVTA KPK was established under TEVTA Act, 2015
- 2018:** National TVET Policy was promulgated which spell out priorities to equip youth with employable skills

TVET Institutes in Pakistan

As per National Skills Information System (NSIS), there are 4,480 TVET Institutes across Pakistan as follows:

Province	Number
Punjab	2,354
Sindh	682
KPK	598
Balochistan	206
Gilgit Baltistan	208
AJK	147
Islamabad	285
Total	4,480

There are total 2,745 Vocational Institutes and 113 Technical Institutes in Pakistan (NSIS) as under:

Institutes	Male	Female	Co-Ed	Total
Vocational	1497	924	324	2,745
Technical	477	201	459	113

As per NSIS website, the top five (5) highly demanded Training Programs organized nation-wide are as under:

- 1) Data Entry Operator [9701 training programs]
- 2) Security Guard [5170 training programs]
- 3) Driving [5055 training programs]
- 4) Technical Education Diplomas [4295 training programs]
- 5) Clerk [2544 training programs]

SWOT Analysis

STRENGTHS	OPPORTUNITIES	WEAKNESSES	THREATS
<ul style="list-style-type: none"> Youth population of over 120 million Expanded regulatory framework Proper legislation and implementation of relevant Act Demand-driven skills imparted by TVET Institutes 	<ul style="list-style-type: none"> Limited capacity of existing TVET Institutes TVET institutes have obsolete curricula Duplication of training programs Lack of government funding for TVET institutes Limited women participation [almost 52% of population] Fragmented and uncoordinated training Outdated skills standards Inadequate labour market information Weak participation of private sector Shortage of Financial resources 	<ul style="list-style-type: none"> Complex Skills Development Landscape with some degree of fragmentation Dropout rates at primary level (44%) and secondary level (40%) Annual increase of around 1.5 million in youth unemployment Youth prefer general higher education to vocational education Ineffective industry-training linkages Lack of coordination between national and provincial TVET Institutes Skills gap in the labor market 	<ul style="list-style-type: none"> Investment in upgrading of training infrastructure Investment in capacity building of trainers Introduction of a separate pre-vocational stream at secondary school level Revamping of Apprenticeship and Internship models Introducing degree equivalence by HEC to TVET graduates to provide them equal job opportunity Engaging private sector in design of training program and improving quality