



RESEARCH PAPER

**An Exploration into the Role of Technical and Vocational Education
Regarding Poverty Reduction in Pakistan**

¹Shaukat Ali, ²Muhammad Hassan* and ³Syed Sajid Hassan Shah

1. PhD Scholar, Department of Educational Research and Assessment, University of Okara, Okara Punjab, Pakistan
2. PhD Education, Division of Education, University of Education, Lahore, Punjab, Pakistan
3. PhD Scholar, Division of Education, University of Education, Lahore, Punjab, Pakistan

***Corresponding Author:** hassankathia@gmail.com

ABSTRACT

This study has been conducted to explore the role of the Technical & Vocational Education regarding the poverty reduction in Reduction. This was a qualitative follow-up study conducted to validate the results of a quantitative study that was conducted to investigate the effect of Technical & Vocational Education on Poverty Reduction. There were 16 graduates of Technical & Vocational Education who have been selected purposively for this study. They were selected from four Technical & Vocational institutes based in Punjab and were the graduates of 3-years DAE in Electrical & Mechanical programs and the graduates of 1-year Machinist and Computer Certification. A semi-structured interview protocol has been developed to know the graduates' perspectives regarding poverty reduction. It comprised nine questions including one introductory question and one closing question. This instrument for the qualitative data collection also have been validated through the experts' opinion. The collected data have been analyzed with the help of Thematic analysis. The qualitative results also showed that the participants reported the positive role of Technical and Vocational Education in Poverty reduction. Similarly, Technical and Vocational Education was reported to help fulfill the industry's needs.

KEYWORDS Poverty Reduction, Technical Education, Vocational Education

Introduction

The concept of poverty is based on the expenses required for a family to get their requirements are food, home, and health-care. However, these needs can vary depending on an individual's social and personal circumstances. Globally, there is a pressing need to address poverty and Pakistan is no exception (Sayed & Ahmed, 2015). The government has implemented various strategies to combat poverty, one of which is providing technical and vocational education. This research examined the effectiveness of the technical and vocational education programs on the poverty reduction of Punjab province (Pervez, 2016).

The objectives for reducing poverty within the framework of the Post-2015 Development Agenda and the Sustainable Development Goals examined in this dissertation (SDGs). Moreover, it also discussed how sustainable development and poverty alleviation are related. Sustainable development is predicated on poverty reduction; hence the two concepts cannot be separated. It concludes that the government should continue to place a high priority on removing poverty and inequality (Pervez, 2016). New strategies for reducing poverty should be investigated in the interim, and the government should employ tremendous effort to establish a new relationship for removing poverty and sustainable development. The MDGs (Millennium Development Goals) created its first global plan to alleviate hunger and food shortage (Fehling et al., 2013).

Lack of opportunities to lead a bearable life is another aspect of poverty that might exist in addition to a lack of material essentials for one's well-being. As a result, it cannot be determined solely by an individual's economic level and must take into account a variety of facets of their daily lives. Therefore, poverty cannot be removed with a single tool. Education

is seen as a critical tool for reducing poverty (Pervez, 2016). Along with the difficulty of reducing poverty, the issue of jobs and widespread labor shortages has become a major problem for the entire world. TVET can give the knowledge, skills, and attitudes needed to decrease poverty and boost a nation's economy (Selwyn, 2016).

TVET is regarded as an organization for promoting employee skills and training, solving particular concerns like rural-urban unemployment, migration, decreasing formal job prospects in the public sector, and meeting demands. With the help of this program, individuals can become more engaged society members, which will be advantageous to both them and the rest of the labor force in the country (Alagaraja & Arthur-Mensah, 2013). This educational system encourages not only the develop abilities, but also grows agencies economically. TVET is therefore become a consistent leader in both the government's priorities and international debates linking education to national development agendas (Dadi, 2017).

Literature Review

According to its definition, TVET is a useful type of training meant to provide jobs in a particular profession or a group of related professions. Training or retraining is required for this form of education and aims to prepare the student for employment or business that can be creative and helpful in poverty alleviation levels for both the worker and the community as a whole (Okon et al., 2016). Along with improving practical skills, it also tries to improve participants' attitudes and behaviors that foster creativity and resourcefulness. TVET's economic goals are to improve people and give them the skills necessary to use refined technology to produce qualified labor. Its focus is on supplying trained labor for a stagnant economy, especially in light of shifting social demands for technological innovation (Nwachukwu & Yaba, 2014).

Particularly in technical and vocational agendas, Pakistan's educational system needs major changes. To compete in global markets and handle the comforts of globalization, it must create a strong TVET organization (Hayyat, & Chughtai, 2015). These are the kinds of initiatives that can help in achieving the UN's Millennium Development Goals. The key to economic and social development is the training of more qualified workers who will be more dynamic, develop products, boost income, and adapt to changing markets (Karemu & George, 2014).

Poverty is a multifaceted and complex issue that can be defined and measured in various ways. One definition of poverty is the inability to afford basic human needs such as shelter, food, and healthcare. This can be further categorized as absolute poverty, which cannot fulfill the basic living requirements, and relative poverty, which is a comparison of one's living standard to that of others in their society (Wallenborn, 2009).

According to the World Bank, a person is considered to be living in poverty if they are unable to afford a daily caloric intake of 2350 or earn less than two US dollars per-day. In Pakistan, a significant portion of the population falls under this category, with around 29.19% of people earning less than 2 US dollars per day. Despite this, Pakistan still fares well in terms of poverty than other countries in the region such as India and Bangladesh. However, countries like Sri Lanka, China, and the Philippines have a better track record of reducing poverty (Muzaffar, 016; Gibson, 2016). Furthermore, the United Nations Development Programme (UNDP) ranks Pakistan 150th out of 189 countries in terms of human development and prosperity. The Pakistani government has occurred several measures to address poverty, including providing technical and vocational education as a means of economic empowerment and skill development. This dissertation aims to investigate the efficiency of technical and vocational education programs in reducing poverty in the province of Punjab Pakistan (Hayyat, & Chughtai, 2015).

The question of the root causes of poverty is a complex and multifaceted one, but it is widely acknowledged that inability to access education is a major contributor. In Pakistan, poverty reduction is a key goal that is being pursued by various agencies such as the World

Bank, UNDP, and UNICEF through a variety of means. The human capital approach and the basic needs approach are the two most important methods for comprehending how education and poverty are related (Fatima & Saleem, 2016). The human capital approach posits that education plays a crucial part in reducing poverty by building human capital, which in turn leads to increased economic growth and higher earnings. The Basic Needs Approach, on the other hand, argues that education is a fundamental right and a fundamental requirement that must meet by all, particularly in rural areas, to alleviate poverty. Education is widely recognized as the key to growth and prosperity. It not only improves an individual's ability to earn a living, but also equips them with the skills, knowledge, and confidence to decide wisely and improve their overall quality of life. Education is the foundation for national progress and poverty reduction (Muzaffar, Hussain, Javaid, Khan, & Rahim, 2020; Servaas, 2008).

The link between education and reducing poverty is complicated. Education can have an important control in breaking a cycle of poverty by providing individuals with the knowledge and skills they need to secure better-paying jobs and improve their standard of living. Additionally, education can also have indirect impacts on poverty reduction by promoting effective participation in democratic activities and enabling individuals to make better utilization of sanitation, housing, and health facilities (Dunkel, 2018)).

The Human Capital Approach and Basic Needs Approach are two commonly used frameworks for understanding the relationship between reductions of poverty through education. A human capital approach emphasizes the direct economic benefits of education, such as increased earning potential, while the Basic Needs Approach emphasizes the importance of providing education as a basic need to meet social and economic objectives (Duffy & Ney, 2015). Investment in education and training is beneficial for both society and individuals. For society, it results in a more skilled workforce that can contribute to economic growth and development. For individuals, it leads to better career opportunities and higher earnings, which can ultimately lead to a more successful life. Several studies have shown that primary graduates earn significantly more than those without an education, and the salary gap is even greater among those who have completed high school and also for those who have completed primary school education (Choudhry, Muzaffar & Javaid, 2016; Siddiqui, 2021).

As the world changes, so too do the needs and nature of education. While in the past, basic reading and writing skills were sufficient, today's job market demands a higher level of competency and skills. As a result, there is more focus on providing technical and vocational educational training (Collins, 2013).

The skills, knowledge, and perspectives needed for a successful career are provided via TVET. Its main objective is to get people ready for work in certain professions. By providing training in practical skills and hands-on experience, TVET improves the chances of employment and increases productivity. This, in turn, can help to alleviate poverty. It is a well-established fact that those who receive TVET have more job opportunities and earn more than those who do not. This helps to reduce income inequality and poverty. Furthermore, TVET has a significant potential to contribute to the growth of the economy, increase national productivity, and drive innovation (Choi et al., 2019). As the world changes and technology advances, the nature and requirements of education must also adapt to keep pace. Traditional forms of education possibly insufficient to satisfy the needs of the modern workforce. TVET is an essential component in this new era of education, providing individuals with the necessary competencies and skills to excel in their chosen field. It is a way to prepare individuals for the uncertain future, and it is crucial for the development of human resources (Lerman, 2014).

TVET is acknowledged as a vital educational aspect that enhances individual skills and tangible abilities, leading to greater ease and well-being. Vocational education is a key means of producing smart and competent individuals who efficiently perform their job duties, not just with their minds, but also with their hands and heart. TVET focuses on

essential trades and improves people's practical ability which enables them to prosper in a particular job-related activity. Not only does vocational education and training provide employment opportunities, additionally, but it is also essential for increasing institutions' output (Agrawal, 2013). He also highlights the need for vocational education in boosting employment flexibility, versatility, and competitiveness, to overcome labor market imbalances and improve institution effectiveness. Skills development and training improve an individual's creativity and are an essential component of human resource development. To fulfill the requirements of economic growth, there is a need for a combination of talented workers, experts, technologists, engineers, and progressive researchers trained in the areas necessary for both business demands and national progress. An outstanding example of this is the rapid economic development of Asian nations like China, Japan, Malaysia, and Australia. TVET can aid individuals in earning wages and contribute to economic growth and social development (Oseni et al., 2011).

TVET is seen as a key component in a nation's economic development. It gives workers skills and knowledge which are necessary to excel in their chosen profession, and in turn, contributes to the overall prosperity and well-being of society. This is especially significant in today's fast-paced, technologically-advanced world, where the need for skilled and technical workers is greater than ever. According to Quaid-e-Azam, the founder of Pakistan, education should not be limited to traditional academics but also encompass technical and scientific education to create a prosperous future for the nation. Developed countries have long understood the importance of TVET in their progress, and developing countries like Pakistan are also recognizing its significance in achieving economic growth and social advancement (Cantor, 2014).

There are numerous industries present in Pakistan, which are still developing. To address the shortage of skilled workers, it is important to provide more concern to technical and vocational education and training (TVET) in addition to traditional schooling. Vocational education is an effective way to bridge the distance between the world's labor and education, also between society and schools (Ansari & Wu, 2013).

Material and Methods

This study has been conducted to explore the role of the Technical & Vocational Education regarding the poverty reduction in Reduction. This was a qualitative follow-up study conducted to validate the results of a quantitative study that was conducted to investigate the effect of Technical & Vocational Education on Poverty Reduction. There were 16 graduates of Technical & Vocational Education who have been selected purposively for this study. They were selected from four Technical & Vocational institutes based in Punjab and were the graduates of 3-years DAE in Electrical & Mechanical programs and the graduates of 1-year Machinist and Computer Certification. A semi-structured interview protocol has been developed to know the graduates' perspectives regarding poverty reduction. It comprised nine questions including one introductory question and one closing question. This instrument for the qualitative data collection also have been validated through the experts' opinion. The collected data have been analyzed with the help of Thematic analysis.

Results and Discussion

The following table denotes the symbolic representation of interviewees which is used throughout this report:

Table 1
Participants' detail

	No. of Respondents
Desired Sample	16
Selected Graduates	4 DAE Electrical program graduate + 4 DAE Mechanical program graduate + 4 Certification of Computer Operator program graduate + 4 Certification of Machinist program graduate = 16

Table 2 shows that there were 16 graduates including 4x DAE Electrical program graduate, 4x DAE Mechanical program graduate, 4x Certification of Computer Operator program graduate and 4x Certification of Machinist program graduate.

The interviews have been recorded and then transcribed for taking out the themes which are listed below:

**Table 2
Themes**

Emergед Themes	Sub Themes
Effectiveness of Technical and Vocational Education	<ul style="list-style-type: none"> • Effectiveness of Curriculum • Awareness of Intended Roles • Institutional Support • Evaluation System
Poverty Reduction	<ul style="list-style-type: none"> • Job Attainment and Retention • Offered Salary/Income
Fulfillment of Industry Demands	<ul style="list-style-type: none"> • The link between Graduates and Industry

Effectiveness of Technical and Vocational Education

When the participants were asked how do they see technical and vocational education as a whole? The participants have given their view that these are the programs that let the students learn any trade or specifically related skill to the industry. These programs let the graduates adopt their learned skills or trades as their profession. After learning any of the aforementioned programs, the graduates earn a job in the industry which resultantly make them earn for themselves and their families. They declared these programs as beneficial as the students after graduation was very clear regarding the job hunt as compared to the graduates from general education. One of the participants said:

Pursuing a vocational education has its advantages. By learning and focusing on a specific trade, students have the opportunity to immerse themselves in the trade allowing them to build an exciting career in a new field. As students recognize the value of vocational education training, they will find unparalleled advantages to this type of schooling (P1).

Another participant gave a similar stance while saying:

“TEVT Sector is an exclusive job-oriented platform. The graduates are prepared for their vocational roles in the industry through Technical and Vocational Education. The option of the learned trade and skills is easy for the students after their graduation is completed (P5). The benefits and effectiveness of Technical and Vocational Education have been told by one of the participants”

Specialized and Professional Instruction gives the incredible opportunity of commonsense encounter to the graduates, after securing the abilities of their chosen carrier they have sufficient openings to win job fair after completing their degree programs. It moreover increments efficiency, engages a person to get to be self-reliant, and fortifies business. Different investigations demonstrate that businessmen are willing to contribute to communities having profoundly talented human assets, as far as multinational companies are concerned, they are too aiming to establish their units in Pakistan, so to meet the requirements of talented work specialized and professional instruction is required. Eventually, it plays a significant part in the prosperity of a person and society. In executing and advancing maintainable improvement objectives specialized and professional instruction plays a vital part by giving gifted laborers them to meet the requirement of society (P2).

Another participant added the effectiveness and benefits of Technical and Vocational Education while saying:

“Vocational education makes it stress-free for students to find work. Generally, it is understood that employers chose to hire a student who has done a vocational course rather than a simple college pass out because, in a vocations course, a student is thought precisely for a specific job (P6).”

“Technical and Vocational graduates were of the view that such type of education not only prepares the individuals for the employment role, rather it also creates opportunities for entrepreneurship.”

These types of education enable individuals to earn their livelihood. One of the participants said:

“Technical and Vocational Education provides a great opportunity for practical experience to students, after acquiring skills for their chosen carrier they have ample opportunities to earn a livelihood just after completing their degree programs. It also increases productivity, empowers individuals to become self-reliant, and stimulates entrepreneurship (Muzaffar, & Javaid, 2018). Multiple pieces of research indicate that businessmen are willing to invest in communities having highly skilled human resources, as far as multinational companies are concerned, they are also going to establish their units in Pakistan, so to meet the needs of skilled labor technical and vocational education is mandatory. Ultimately, it plays a pivotal role in the well-being of individuals and society. In implementing and promoting sustainable development goals technical and vocational education plays an important role by providing skilled labor to meet the need of society” (P3).

Another participant added:

“Specialized and Professional instruction is an instruction that plans individuals to work as a specialist or to require up business in a talented create or exchange as a tradesperson or artisan. Specialized and Professional Instruction can moreover be seen as that sort of instruction given to a person to plan that person to be productively utilized or self-employed with essential expertise. Technical and Vocational education is known by a variety of names, depending on the country concerned, including career and technical education, or acronyms such as technical and vocational education and technical and further education” (P8).

Effectiveness of Curriculum

When the graduates were asked how they think of the effectiveness of the curriculum regarding the development of critical thinking in the students, they said that they found it effective so. It not only develops the students’ Cognitive, Affective, and Psychomotor domains, rather it also enables them to think critically.

One of the graduates said:

“Mainly TVET Curriculum focuses on psychomotor domain. Anyhow, it also includes cognitive domain. As far as critical thinking is covered, it develops with experience and beyond curriculum assignments” (P16).

Another participant added:

“Yes, the curriculum of technical and vocational education enhances the critical thinking of students by promoting abstract reasoning to solve a problem. When a student faces real-life problems, he/she applies whatever he/she learns through technical and vocational education courses to solve that particular problem. The curriculum of technical and vocational education in Pakistan is up to the mark of international standards, such as CBT (levels 2 to 4). The structure of the Punjab Vocational Council is also remarkable. The curriculum of vocational training institutes also has great potential to meet the needs of the market. The short curriculum of technical and vocational education institutes fulfills the needs of students and the market” (P8).

The participants said that the Technical and Vocational education curriculum prepares the students for the upcoming practical life. One of them said:

The focus is on practical skills. Learning by Doing" is the core of Vocational Education Training. Practical learning more than theoretical learning is the priority. Students in vocational schools spend significantly more time practicing tangible skills that they will need and can apply to the workplace.

The focus of their studies is on acquiring the knowledge and competencies that they need to work proficiently in their chosen field (P2).

However, one of the participants disagreed with the abovementioned stances while saying:

"The curriculum that is being taught and cascaded in technical and vocational institutes does not conform to the requirements of this digital era. Besides a few invariable aspects, it has become obsolete. An exclusive overhauling of content is the dire need of the hour" (P3).

Awareness of Intended Roles

The participants have given their perspectives that Technical and Vocational Education aware the graduates regarding the roles which they are going to be performing after being employed. Unlike general education, they learn the practices related to their trade not only theoretically, but also practically. In this way, they easily get employment soon after their graduation.

One of the participants added:

"Technical and vocational education courses provide education training and skills required by the job market. It is important for promoting economic development, expanding the employment size, and improving the quality of employment" (P6).

A similar stance is given by another participant:

Vocational learning plays a critical role in skill development and employability. Students spend house in practical workshops on practical skills related to their chosen field. A student spends more time exploring actual work opportunities that prepare them for their future jobs. They do not focus as much time on researching the theoretical as on learning the practical (P14).

It is said by the participants that Technical and Vocational education not only aware the students of the intended roles but also gives them 1st hand experience regarding their intended roles.

One of the participants said:

"Vocational education allows a student to gain practical experience in their chosen career path before they even graduate. It helps people perform better in their jobs and make them more responsible as they acquire a great learning experience. The curriculum of technical and vocational education institutes has great potential to enhance the awareness among students that how to fulfill the roles and responsibilities in the industry after employment (P4).

Another participant added".

"Technical and vocational curriculum readily creates awareness among students to cope with roles and responsibilities in the industry even before, during, and after employment but still, it has many spheres which demand to be improved either partially or as a whole. Technical/ vocational curriculum has been helping me in developing an understanding of futuristic requirements of the professional market to much extent in Pakistan, but as is the case with other contemporary disciplines we need to make significant

improvements in terms of maximizing the effectiveness of the vocational/technical curriculum based on globalization challenges” (P10).

A similar stance was given by another participant. It was said that:

“The vocational education program focus on the acquisition of appropriate skills, abilities, and competencies as necessary equipment for the individual to live and adapt to the real work situation and contribute to the development of his society. When students graduate from a vocational program, they have work experience and specific training for their exact field. In other words, their prospective employer knows that this candidate has gone through specialized learning, and practice in the field and is prepared to start in the new position right away with minimal training” (P12).

Institutional Support

When the graduates were asked how was your experience regarding the institutional support for studies? The majority of the graduates responded that they were satisfied with the institutional support. Their institutes supported them right from their admission and crafted them with skills that were job oriented. They also provided them the opportunities to work in the labs so that they could have a command over their learned theoretical knowledge practically.

One of the graduates said:

“My experience has been quite satisfactory excluding a few areas. I got sufficient support, guidance, and opportunities to acquire employment after my graduation. The institution supported us by getting the basic knowledge related to the industry generally, and our skills specifically the CV preparation and the job hunt (P4).

Another participant gave a similar view”:

“Technical and vocational education institutes supported us in developing professional attitudes at large. Our institute provided a real-life practical environment to us so that we could learn and practice things in a real-life situation. Even, they used to make us perform mock tasks so that we could be successful in our upcoming industrial life (P7).

The participants said that the institutes facilitated them regarding the provision of guidance and counseling. The faculty members always welcomed them regardless of the time whenever any student goes to them.

One of the participants said:

“The students were provided the facility of guidance and counseling facilities from the institutes. Whenever any student feels any difficulty regarding the decision making etc., guidance was available from the side of the faculty members. No matter how many times the students approach the faculty members for guidance, the faculty members welcome them open-heartedly” (P10).

Another participant gave a similar stance:

“All technical and vocational education institutes conduct mock interviews to familiarize their graduates with the process. Its ultimate goal is to achieve a certain skill and meet the needs of society (P13).”

Evaluation System

When the graduates were asked how do they see the evaluation system of Technical/Vocational colleges in preparing the graduates for industry job-trial? The majority of the participants were satisfied with the evaluation system that prepares the graduates for the upcoming roles in the industry. However, some of them argued that the evaluation system needs to be improved so that the graduates face no difficulty later on in fulfilling the industry needs during the job trial.

One of the graduates said:

“The process of the evaluation was carried out in true letter and spirit in our educational institution which resulted from the output of such graduates who readily met the market needs. The process of the evaluation was up to the mark and international standards too” (P1).

Another graduate was given a similar stance:

“The evaluation system which was implemented in our college was fine enough. It was aware and prepared us for the job-trial interviews and apprenticeship trials as well. It gives us an idea that what type of evaluation can be done by the industrial employer while recruiting us. It also made us aware of the important concepts that usually the interviewers ask during the interviews. Honestly, all this helped me a lot in my job-trial process” (P15).

A similar stance was given by one of the participants:

“Yes, the evaluation system is effective in preparing the students for job trials. This familiarizes the students with the practices which are required by the employers for the selection of the graduates regarding the internship” (P6).

Contradictory to the abovementioned stances, one of the participants stated that the evaluation system should be improved. The participant stated that:

“The evaluation system of Technical/Vocational colleges requires a lot of improvement to meet the challenges of the current era. Anyhow it is pulling its weight to the maximum extent” (P8).

Poverty Reduction

As per the graduates' opinions, Technical and Vocational training is found to be effective. The graduates gave their perspectives that Technical and Vocational education was very helpful to offer them to find a job with a reasonable salary.

Job Attainment and Retention

The participants were of the view that Technical and Vocational education were effective regarding job attainment and retention. They stated that most of them got the job easily as compared to their friends who got a general education.

One of the participants said:

They said that as compared to general education, it is easy to find a job and be employed because the graduates have taken a specific skill-oriented education. So, the industrialists were clear that they need a person having such a skill. So they just scrutinized the graduates regarding their relevant knowledge and skills. Those who were found knowledgeable and skilled got employment (P2).

Another participant argued similarly:

“Technical and Vocational education reduces Poverty with employment opportunities. Technical and Vocational graduates get the job easily along with a reasonable salary which helps them uplift their economic status” (P12).

A similar stance was given by one of the graduates:

As far as my experience regarding job attainment after Technical/Vocational graduation is concerned it is quite fruitful. As we all know a skilled hand is an earning hand. So, the prime goal of all Technical and vocational education institutes is to pass out only fully skilled graduates. When a graduate has full command of a specific task then his/her job must be secured (P3).

One of the participants also stated that Technical and Vocational education is satisfactory regarding job attainment and retention.

I am quite satisfied with the attainment and retention of my job which was possible only with the help of Technical and Vocational education. A student who does not afford or

comprehend the complex concepts of pure sciences should seek his/her career in vocational/technical institutes (P5).

When the graduates were asked do they think that Technical/Vocational education helps in establishing a small-scale business? The participants said that they think the aforementioned education was helpful in the establishment of small-scale businesses.

One of the participants argued that:

Yes, Technical/Vocational education helps in establishing a small-scale business for its graduates. A skilled graduate has the opportunity to establish a small size business at first. On the other hand, all skilled graduates have the opportunity to become an entrepreneur in different trades of VTIs (P1).

Another participant gave a similar view:

“Yes, Technical/Vocational education helps in establishing the small-scale business but if the Govt. takes some effective initiative in terms of loans it will prove a great tool to eradicate poverty in Pakistan” (P16).

Offered Salary/Income

When the graduates were asked how did they see the difference in the salary offered to Technical/ Vocational graduates and Non-Technical/Vocational graduates? The graduates' perspectives were that they saw a clear distinction between the salaries offered to Technical/ Vocational graduates and Non-Technical/ Vocational graduates. They reported that they were paid better than the Non-Technical/ Vocational graduate employees.

One of the participants said:

“Yes, there is a huge difference between the salaries offered to Technical/ Vocational graduates and Non-Technical/Vocational graduates. All pass-out graduates from Technical and Vocational institutes prove themselves the best assets to the industrial market and secure high salaries as compared to Non-Technical employees” (P9).

Another participant gave a similar view:

To be honest, the salary offered by the employer to employees solely depends upon their capabilities and communication skills along with some other individual traits. But as a whole, I see no huge difference between the incomes of both quarters mentioned in this question (P5).

Conclusion

This study has been conducted to explore the role of the Technical & Vocational Education regarding the poverty reduction in Reduction. This was a qualitative follow-up study conducted to validate the results of a quantitative study that was conducted to investigate the effect of Technical & Vocational Education on Poverty Reduction. There were 16 graduates of Technical & Vocational Education who have been selected purposively for this study. A semi-structured interview protocol has been developed to know the graduates' perspectives regarding poverty reduction. The collected data have been analyzed with the help of Thematic analysis. The qualitative results showed that the participants reported the positive role of Technical and Vocational Education in Poverty reduction.

Recommendations

Based on the findings and conclusion of the study, the recommendations have been stated as under:

- The TVET authorities and the institutes should ensure the provision of the latest facilities in Labs for the students' practical activities so that they could learn to the maximum extent.

- The Technical & Vocational Board should ensure that practical aspect of assessment is given more weightage than remaining a supplemental element.

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