

TVET Reform Support Programme



Labour Market Intelligence Survey

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TVET Reform Support Programme

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Abbreviations

TVET	Technical, Vocational Education and Training
NSS	National Skills Strategy
GIZ	Deutsche Gesellschaft für International Zusammenarbeit (GIZ) GmbH
NAVTTTC	National Vocational and Technical Training Commission
VC	Vocational Counselling
JP	Job Placement
LMI	Labour Market Intelligence
HRD	Human Resource Development
CC	Career Counselling
VG	Vocational Guidance
NOSS	National Occupational Skills Standards
PVTC	Punjab Vocational Training Council
ISCO	International Standard Classification of Occupations
PBS	Pakistan Bureau of Statistics
PASCO	Pakistan Standard Classification of Occupations
CMI	Census of Manufacturing of Industries
DA	Daily Allowance

Labour Market Intelligence Survey

Introduction

The Government of Pakistan is committed to a major reform of its system of Technical, Vocational Education and Training (TVET). The National Skills Strategy (NSS) 2009-2013 has been prepared to achieve the target of Medium Term Development Framework (2008-2013). Wherein it is envisaged training to one million people annually.

Since April 2011, the TVET Reform Support Programme has been assisting the Government of Pakistan in the implementation of its TVET sector reform plans. The programme is co-funded by the European Union, the Embassy of the Kingdom of the Netherlands and Federal Republic of Germany and is implemented by the German development agency, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). The programme is comprised of three components: (1) TVET Governance and Management; (2) Vocational Qualifications Framework and Human Resource Development; and (3) Effective and Innovative Training Delivery and Labour Market Information and Services, Vocational Counselling (VC) and Job Placement (JP).

Under Component 3, the TVET Reform Support Programme is assisting National Vocational and Technical Training Commission (NAVTTTC) as well as provincial technical education and vocational training authorities (TEVTAs) to establish and improve their capacity for managing and analysing labour market information and data in order that they can develop policies and national and/or sector skills plans that are more responsive to the skills needs of the labour market.

Overview

The National Vocational and Technical Education Commission (NAVTTTC) developed a policy document titled *Skilling Pakistan: National Skills Strategy 2009 – 2013 (NSS)*. The strategy's fundamental aim is to reform TVET system. The NSS envisions provision of relevant skills for industrial and economic development, improvement of access, equity and employability and assurance of quality through an integrated approach.

The GIZ collaboration is to support upgrading of Labour Market Information (LMI) in Pakistan for the purpose of TVET policy formulation and implementation. This will require detailed information on size, structure and changes in the labour force and labour demand. Information can be descriptive (qualitative) or statistical (quantitative). LMI provides “critical” information to the stakeholders on different TVET aspects – market needs, school to work transition, time spent on getting employment, relevancy of work with skills acquired, unemployed, etc.

Availability of detailed and disaggregated LMI is a pre-requisite for:

- i) Employment generating policies, Human Resource Development (HRD), education and TVET policy formulation and programme design,
- ii) Undertaking Vocational Guidance (VG) and Career Counselling (CC),
- iii) Job Placement (JP), and
- iv) Providing feedback to the education and TVET and other training institutions on the adequacy and responsiveness of their graduates to the needs of the economy and labour market.

LMI is not only related to the demand side of the labour market, but also to the supply side in order to get insight into (potential) mismatches in the labour market, which can be measured in both qualitative and quantitative terms. Therefore, information on current and potential labour market discrepancies like available skill vacancies/skill shortages, competency of existing technical education and vocational training, labour surplus, hidden and open unemployment, and various forms of under or over-employment is critical to design and deliver TVET as per the market needs.

The youth neglected populace need guidance and counselling to make informed choices with regard to selecting an education or TVET path that conforms to the labour market needs. The graduates of education and TVET institutions need counselling in selecting their career and even help in job search and placement. Similarly, education and TVET institutions need sufficient LMI on the current labour market needs by occupations and future scenarios with regard to occupational and skill requirements.

Critical dependency on the information notwithstanding, the existing sources and institutional mechanism, so far, appeared to be unable to provide the needed data. There is a shortage of skilled¹ and semi-skilled labour in the country. The unemployment remains persistent among youth because most of them do not have the technical skills. The low level of literacy and educational attainment, as well as lack of modern training programmes and facilities have hampered supply of relevant qualified skilled workforce for industrial and economic development. The labour market currently faces an acute demand for really skilled and semi-skilled people in order to cope with the rapid pace of development of the country and to improve the labour productivity. In order to define skills gaps and market needs within these vocations, reliable LMI system is needed. Currently, the existing data and documentation is not sufficient to provide the education planners with proper evidence on skills components for particular occupations. Therefore, collection of evidence-based and good quality data from the labour market as well as its correct analysis are prerequisites for restructuring of training programmes and reforming the technical education system.

The existing curriculum offered in the TVET institutes do not fully match the needs of the labour market and needs to be updated in order to strengthen the quality of TVET in the

¹ The skilled, semi-skilled and unskilled are defined at Annexure I

country. The existing training programmes are also unable to equip youth in new skills demanded by employers.

The current technical education standards, curriculum and teacher training material do not comply with and respond to the demand aroused by today's workforce needs. This particularly applies to the new occupations and professions added to the technical education and training. Also, the level of involvement of private sector in providing the technical education and vocational trainings does not go in line with the national level needs. There are a huge number of private technical and vocational schools and institutes that have been founded on a preliminary market assessment basis, do not follow any minimum academic standards and do not fall under the national education development programmes.

One of the main objectives of the TVET reform programme is to remove the existing gaps between market demands, skills training and education. The programme will contribute to the improvement of the market-friendly regulations including private sector investment by providing a platform for policy dialogue between public and private sector. Private investors should be able to voice their concerns, propose their perceived solutions and ideas and participate in the decision-making processes that impact their business and future business prospects.

Overseas migration of skilled, semi-skilled and unskilled workers has been a constant and encouraged employment trend. The remittances from the Pakistani diaspora represent a significant source of earnings from semi-skilled and unskilled workers. Internationally, the types of skills demand are changing and higher skilled workers from other countries are being preferred over Pakistanis. Therefore, it is important to improve the skills profile of Pakistani migrant workers to enable them to access better jobs in the international job market and gain higher incomes and be a source of our foreign exchange earnings.

Domestically industry is no longer protected from international competition. Domestic industry also badly affected due to energy crises in the country. Pakistan has to focus on improving its competitiveness. Upgrading skills to enhance the productivity of our workers would contribute greatly towards increasing our competitiveness.

There is need to provide the labour market with supply and demand information for the specific emerging areas of the economy helping education and training providers (public, private and NGOs) to design and deliver their education /training programmes based on the labour market demands which eventually contribute to the employability of the graduated TVET trainees, to be competitive globally, to increase the efficiency of the domestic industry, to support enhancement of foreign remittances, to provide employable skills to people in the context of a growing population and to ensure access to new career opportunities.

Developing National Occupational Skills Standards (NOSS) for the occupations identified in the labour market intelligence enable education/training providers to develop their curricula

and training material based on the NOSS and deliver high quality technical education and vocational training.

There is need to facilitate and train demand-driven graduates in the new emerging fields. The labour market intelligence survey may be conducted in few emerging sectors such as Textile, Energy, Farming, Food Processing and Services.

Activities Proposed

- a. Conducting the labour market intelligence in the following four emerging sectors of the economy and provide the labour market with information:
 - i. Textile
 - ii. Food Processing
 - iii. Energy
 - iv. Services
- b. Support to Develop NOSS for the demanded occupations based on the reports of labour market intelligence.
- c. Support to build the capacity within NAVTTC, TAVTAs, PVTC and other stakeholders to utilise the NOSS and introduce new disciplines in training institutes and schools.
- d. Develop a complete occupational list of each in accordance to International Standard Classification of Occupations (ISCO)²

Objectives of Survey

The objectives of the labour market intelligence survey is to enhance knowledge on labour market trends, skill profiles, identify skill shortages, skill training needs, skills exceeding demand, and preferences/capacities of the employers. This would help assess the needs of the market for demanded skills and would also prove helpful in selecting and designing skill specific development of curricula. The objectives may be summarised as follow:

- a. Collection of data to determine gap between demand and supply of skilled and semi-skilled workers.
- b. Assessment of training needs i.e. identification of key training and technical skills required by employers.
- c. Facilitating to develop OSS for the demanded occupations based on the reports of labour market intelligence.
- d. Facilitating NAVTTC, TEVTAs and other stakeholders to utilise NOSS and introduce new disciplines in the TEVT institutes and schools in the light of survey's results.
- e. Feedback to Pakistan Bureau of Statistics (PBS) in revising Pakistan Standard Classification of Occupations (PASCO).

²Format to collect information on occupations and job descriptions is placed at Annexure II.

Methodology

The proposed labour market intelligence survey in three selected sectors i.e. textile, food processing and energy is establishment survey, therefore, a questionnaire³ is designed for these three sectors. The survey in the services sector is mixed one i.e. Establishment & Household Survey, therefore, a separate questionnaire⁴ is designed. The questionnaires were circulated among all the stakeholders including Employer Federation of Pakistan (EFP) for their comments and suggestion. The inputs received from Sindh and Punjab TEVTAs, PVTC, PBS and EFP have been incorporated in the questionnaire.

There are two possible approaches to conduct the surveys. One is through the trade associations of the concerned sectors, EFP, and Chamber of Commerce. Secondly, the task may be given to Provincial Bureau of Statistics to conduct survey as they have expertise and trained staff.

The Component 3 team had an opportunity to discuss the proposal with the representatives of the following associations during workshops held in Lahore and Islamabad under study on TVET Financing.

- i. Mr. Ijaz Hussain, General Manager Sitara Chemical Industries Ltd.
- ii. Mr. Inayatullah Khan, Secretary General Pakistan Sugar Mills Association.
- iii. Syed Tajamul Hussain Shah, Pakistan Electric Fans Manufacturers Association.
- iv. Mian Muhammad Younas, Chairman Pakistan Footwear Manufacturers Association.

It was encouraging that all representatives supported such survey and assured to cooperate in conducting through their own associations. They offered the services to circulate the questionnaire among their members (in case related to their sector) and collect the filled in questionnaires. They also assured the reliability of data. The component 3 team presumed the same positive response from other associations; however, it needs to be negotiated ahead of taking any decision.

The component 3 team also visited the Bureau of Statistics, Punjab, and had a meeting with its Director General. He also expressed his willingness to conduct such survey through field staff engaged in CMI and other surveys. He proposed that the lists of manufacturing establishment may be used to select the sample. He informed the team that the Bureau had trained staff, frequently visiting these establishments in order to conduct various

³Questionnaire for the Establishment survey is placed at Annexure III

⁴Questionnaire for Service sector is at Annexure IV.

surveys/information. However, he informed that organisation will charge DA⁵ for their enumerators, which is nominal and according to the government rules.

The final decision to select the mode of conducting the survey depends on analysis of the merit and demerit of both.

Work Plan			
#	Objective	Outcomes	Timeframe
1	To develop institutional framework for public and private sector to find gap between demand and supply of skilled and semi-skilled labour force and prepare demand-driven/competency-based training programme.	<ul style="list-style-type: none"> - The necessary tools for introducing training programme for the shortage skills/new occupations in the emerging sectors. - Introducing competency-based training. - Standardised technical and vocational education and training prevailed. - Reforming management of training institutes. - Streamlining policymaking 	
<p>Main Beneficiaries:</p> <ul style="list-style-type: none"> • Private Sector: (i.e. businesses, industries, private sector education providers etc.) Private sector is the major employer of the TVET graduates. It spends huge finances and time to attract and maintain skilled labour. It will enjoy the ease of recruiting the best demand-driven skilled labour from labour markets. Also, the private sector education providers will be benefited from a regulated sector that will lead to sound competition among the rival schools and institutes. It will also increase their involvement in government policymaking and government strategies in education sector. • Public Sector: (i.e. NAVTTC, TEVTAs, PVTC) NAVTTC needs reliable data on demand side to prepare TVET reform policies and effective outcome of NSS. It will provide the institutional arrangement to have a reliable data on demand side and update information on changing in the occupational structure due to the technological changes in the production techniques. The NAVTTC will also establish links with private sector through regulatory unit and sharing the priority areas information with private education and training providers. • Unemployed youth and neglected populace: (i.e. the young graduates and basic level labour and their families). Based on the current market demands and needs, the development and introduction of new trades/vocations will immensely contribute in the employability of the TVET graduates. 			

⁵Tentative estimates of Bureau of Statistics are attached at Annexure V.

Survey Impact

- Increased workforce productivity and mobility for businesses through facilitating access to demand-driven local skilled labour.
- Increased capacity of the NAVTTC, TEVTAs and PVTC to regulate private sector education (Technical and Vocational Education Centres).
- Standardised technical and vocational education and training.
- Increased involvement and investment by private sector through close working relationship with NAVTTC, TEVTAs and PVTC.
- To support enhancement of foreign remittances.
- To provide employable skills to people.

Annexure I

Definitions:

i) Skilled:

A skilled worker is one who completes higher level of education i.e. PhD, Master's degree or equivalent level and who is capable of working and supervising efficiently the work of skilled/semi-skilled workers in the field of education completed.

ii) Semi-Skilled:

A semi-skilled worker is one who acquires the lower level of education and skill through technical and vocational training, apprenticeship. He does work generally of defined routine nature wherein major requirement is not so much of the judgment, skill but for proper discharge of duties assigned to him or relatively narrow job and where important decisions made by others. His work is thus limited to the performance of routine operations of limited scope.

iii) Unskilled:

An unskilled worker is one who does operations that involve the performance of simple duties, which require experience of little or no independent judgment or previous experience although familiarity with the occupational environment is necessary. His work may thus require in addition to physical exertion familiarity with a variety of articles or goods.

iv) Professional:

A professional worker is the one who has obtained a high level degree in a professional field, who enjoys considerable work autonomy, a comfortable salary, and are commonly engaged in creative and intellectually challenging work but less technically. The term professional is used more generally to denote a white collar working person, or a person who performs commercially in a field typically reserved for hobbyists or amateurs.

Confidential Information
collected from this survey shall
be treated strict confidence

Annexure III

Questionnaire for Skill Needs Survey
Technical and Vocational Education Training (TVET) Project

A. Establishment Profile: **Sector:** _____

1. Name of Establishment : _____

2. i) Location of Establishment : _____ Phone : _____

ii) Location of Head Office: _____

Phone: _____ Website _____ Email: _____

3. i) Principal Product: _____

ii) Other Products (if any) _____

4. Work Status: i) Seasonal ii) All time

5. Type of Establishment: i) National ii) Multinational

6. Year of Establishment :

7. Status of Establishment: i) Government ii) Semi Government iii) Private

8. How many shifts are running in establishment?

9. Registration Status: i) Registered ii) Not Registered

9.1. If Registered,

i) Registered with (government Authority): _____

ii) Registered with(Trade Association): _____

9.2. If not registered, please explain the reasons:

i) Not Aware:

ii) Never Asked by Authority:

iii) Complicated Producer:

iv) Following Others:

v) Not Required:

vi) Others:

B. Employees' Details (Only Skilled/Semi-Skilled Workers):

1. Does factory has any plan for expansion: i) Yes ii) No

1.1. If yes than how much increase in employment expected: (Pl. mentioned in numbers)

i) Administrative & General Workers
 ii) Skilled Workers:
 iii) Semi Skilled Workers:

1.2. If No, please indicate how much normal annual expansion in employment: (Pl. mentioned in numbers)

i) Administrative & General Workers
 ii) Skilled Workers:
 iii) Semi Skilled Workers:
 iv) No increase

2. Number of employees, Please indicate numbers:

i) At the Time of Start of the Production (Year.....):

i) Administrative and general workers
 ii) Skilled workers
 iii) Semi-skilled workers

ii) As on -----

i) Administrative and general workers
 ii) Skilled workers
 iii) Semi-skilled workers

3. Number of employees by status, Please indicate numbers:

3.1 At the Time of Start of the Production (Year.....):

i) Regular ii) Temporary iii) On Contract

3.2 As on -----

i) Regular ii) Temporary iii) On Contract

4. Number of Total Skilled/Semi-Skilled Employees: i) Male Female

4.1 Workers Qualified from Public Training Organizations: i) Male ii) Female

4.2 Workers Qualified from Private Training Organizations: i) Male ii) Female

4.3 Workers Having No formal TVET but skilled through:

a) Ustadi-Shagirdi i) Male ii) Female

b) Family Trade i) Male ii) Female

c) On Job Training (by Estd.) i) Male ii) Female

d) Apprenticeship (in compliance Law) i) Male ii) Female

e) Any Other Source _____

5. How you recruit the Skilled Workers?

i) Through organization's web site

ii) Through advertisement

iii) Through personal contact/references

iv) Through recommendation of employees

v) Other: _____

6. How much weightage being given to following in selection of Skilled/Semi-Skilled Workers:

i) TVET from Public Institutions

ii) TVET from Private Institutions

iii) Trained in Establishment through Apprenticeship/on job

iv) Trained through informal/Ustadi-Shagirdi/family trade

v) Experience from any source

vi) Other: _____

7. What is the base of fixing wages of skilled/Semi-Skilled workers:

- i) TVET
- ii) Skill
- iii) Follow Market Trend
- iv) Other

C. Overview of TVET-Trained Workers

1. Are you satisfy with standard of Technical Vocational Education and Training (TVET)?

- i) Yes
- ii) No

1.1 If yes, indicate the level of required skills:

	<u>Level 1⁶</u>	<u>Level 2⁷</u>	<u>Level 3⁸</u>
i) Public TVET Institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Private TVET Institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Informal (Ustadi-Shagird familytrade etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) On-Job & Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2. If No, what kind of enhancement in training would be helpful to improve the skill?

- i) Theoretical Training:
- ii) Practical Training:
- iii) Improvement in Curriculum
- iv) Training on Modern Equipment
- v) Professional Attitude
- vi) Refresher Training Courses:
- vii) Soft Skill
- viii) Others:

2. Is there **shortage** of any particular skill in this sector? i) Yes ii) No

⁶ Level 1: More than 60 %,
⁷Level 2: More than 40% but less than 60%
⁸Level 3: Less than 40 %

2.1. If yes, please indicate the trades/occupations?
(Pl. increase extra rows if required)

S.No	Trades/Occupations	Job Description

3. How do you manage the shortage of skilled workers?

- i) Keep vacancies unfilled till availability
- ii) Raise wage offer
- iii) Arrange in service training.
- iv) Extra work from employees with overtime.

4. What skill(s) would be required in the sector or associated sectors in coming years? Please give the details as follow:

(Pl. increase extra rows if required)

S.No	Trades/Occupations	Job Description

5. Does establishment has Human Resource (HR) department?

- i) Yes
- ii) No

5.1 If yes, is establishment maintaining the complete record of Skilled Employees?

- i) Yes
- ii) No

6. Does the establishment has own arrangement of Technical & Vocational Training?

- i) Yes
- ii) No

6.1 If yes, Please indicate what type of arrangement exists:

- i) Own training institution/department
- ii) Affiliated with regular training centers
- iii) On-job in establishment as required
- iv) Any other _____

D. Employment Trend of Skilled workers by Occupation:

R= Regular

T=Temporary OC= On Contract

A=Degree.

B=DAE

C=Vocational Certificate

S.No	Occupation	As on -----								Wages	As on -----								Wages			
		No of Employees			Level of Education				Total Female Workers		No of Employees			Level of Education				Total Female Workers				
		R*	T*	OC*	A*	B*	C*	D*			Minimum	Maximum	R*	T*	C*	A*	B*			C*	D*	Minimum
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	

D=Other (Please Specify)

1. Name of Respondent: _____ Designation: _____ Contact No: _____

2. Name of Enumerator: _____ Date of visit: _____ Signature: _____

ConfidentialInformation collected from this survey
Shall be treated strict confidence**Annexure IV****Questionnaire for Skill Needs Survey**
Technical and Vocational Education Training (TVET) Project**A. Household Profile: Sector:** _____

1. Name of Head of Household : _____

2. Address of Household: _____

3. Respondent's Name : _____ Contact # : _____

4. Respondent's Relation to Head of Household: _____

5. Household Monthly Income: _____

B. Household Employees' Information1. Do you have House Employees: i) Yes ii) No

1.1 If yes, please give the following detail:

S.No	Occupation Title	Number of Employees		Pay of Employees		How long they are with you (in Years)	Are they left job by		Main Reason of Termination	Employee's Turn Over in a year (Nos)	In How Much Time (Averagely) You Find Replacement
		M	F	Min	Max		Own	You			
1	2	3	4	5	6	7	8	9	10	11	12

(If you have other than the following employees please mention it and add rows as per requirement)

Occupation

- | | | | |
|-----------|-----------------------------------|------------------|--------------------|
| 1. Cook. | 2. Chowkidar (Guard). | 3. Maid Servant. | 4. Gardner (Mali). |
| 5. Driver | 6. General Servant (Multipurpose) | | |

Reasons for Termination

1. Disobedient 2. Poor Skill 3. Untrustworthy
4. Others _____
-

2. Are you satisfied with the output/work of the employees? i) yes ii) No

2.1 If Yes, then what are the reasons for your satisfaction: (check all that apply)

- i) Skill / Knowledge ii) Obedient iii) Responsible
- iv) Sensible v) Vigilant
- vi) Other (Pl. Specify): _____

2.2 If No, then what are the reasons: (check all that apply)

- i) Poor Skill/Knowledge ii) Disobedient iii) Negligent
- iv) Poor Performance v) Not trustworthy
- vi) Other (Pl. Specify): _____

3. How are the employees selected?(check all that apply)

- i) Through any training center
- ii) Through reference
- iii) By walk-in job seekers
- iv) Through newspapers
- v) Other : _____

4. How are the employees' salaries settled? (check all that apply)

- i) Skill Based
- ii) Market Based
- iii) Own compulsion
- iii) Job seekers Compulsion
- iv) If any other (Pl. Specify) _____

5. Are you in favor of having employees through an organized system:

- i) Yes
- ii) No

5.1 If Yes, what type of arrangement is preferable:

- i) Through Govt. Employment Exchange
- ii) Through private serviceprovider agencies
- iii) Through training institutes
- iv) Any other (Please specify) _____

5.2 If No, what are the reasons?

- i) Trust deficit in institutional arrangements
- ii) Wages will increase
- iii) No substantial improvement in skill is expected
- iv) Delay in placement of employees
- v) Unnecessary communication (wastage of time)
- vi) Any other (Please specify) _____

C. Profile of Services Hired from the Market

1. Do you hire the services of skilled worker from market, if so please tick in the relevant box:

i): (For all Households)

1. Electrician <input type="checkbox"/>	8. Motorcycle Mechanic <input type="checkbox"/>	15. Tailor <input type="checkbox"/>
2. Plumber <input type="checkbox"/>	9. Painter <input type="checkbox"/>	16. Hair Dresser <input type="checkbox"/>
3. Motor/Auto Mechanic <input type="checkbox"/>	10. Electronic Repairs <input type="checkbox"/>	17. Beauty parlor <input type="checkbox"/>
4. Motor Winding <input type="checkbox"/>	11. Welding <input type="checkbox"/>	18. Dyeing <input type="checkbox"/>
5. Radio/TV Repairing <input type="checkbox"/>	12. Carpenter <input type="checkbox"/>	19. Other (Please Specify)
6. Mobile Repairing <input type="checkbox"/>	13. Mason <input type="checkbox"/>	a. _____
7. Computer Engineer <input type="checkbox"/>	14. Shoe Repairer <input type="checkbox"/>	b. _____

ii): (The following occupations may also be included in which households no regular employee is working and Part B is not applicable)

- | | | | |
|-----------|-----------------------------------|------------------|--------------------|
| 1. Cook. | 2. Chowkidar (Guard). | 3. Maid Servant. | 4. Gardner (Mali). |
| 5. Driver | 6. General Servant (Multipurpose) | | |

2. How you select service provider?(check all that apply)

- | | |
|--|---|
| i) Reference <input type="checkbox"/> | ii) Reputed Shops/Establishments <input type="checkbox"/> |
| iii) Already Tested <input type="checkbox"/> | iv) Other (Please specify) _____ |

3. Are you satisfied with the skills of services providers?

- | | |
|---------------------------------|---------------------------------|
| i) Yes <input type="checkbox"/> | ii) No <input type="checkbox"/> |
|---------------------------------|---------------------------------|

3.1 If yes, please state the reasons (check all that apply)

- i) Better skill/ technical knowledge
- ii) Conversant in modern technologies
- iii) More practical experience
- iv) Other : _____

3.2 If No, What has been the main obstacle in finding suitable workers?

- v) No education
- vi) Insufficient skill/technical knowledge
- vii) Nonprofessional attitude
- viii) No practical experience
- ix) Any other _____

4. Do you feel the need for Technical Vocational Education and Training (TVET) for these workers?

- i) Yes
- ii) No

4.1. If yes, what kind of training would be helpful to improve the skill?

- i) Technical Training:
- ii) Practical Training/Experience:
- iii) Professional attitude/Manners:
- iv) Any other

5. Main Services Hired During Last Six Months:

Occupational Title	Quantum of work	Time to complete (days)	Wages Demand ed (Rs.)	Wages paid	Work Status		Remarks for wages charged	
					Satis-fied	Not sati-sfied	Ok	Higher
1	2	3	4	5	6	7	8	9

6. Do you feel the shortage/non-existence of skilled workers?

i) Yes

ii) No

17.1. If yes, please indicate the skills/occupation:

Occupational Title	Nature of service/Job description	Skills Required	How many times services are required?		
			Monthly	In 3 months	Yearly
1	2	3	4	5	6

(Please add additional rows as per requirements)

Punjab Bureau of Statistics

Annexure V

Cost Estimates for Skill Needs Survey in Faisalabad**Assumptions**

Total Questionnaires	200
Per day Questionnaires	20
Total Days	10
Per day per Enumerator	4
Total Enumerators	5
Daily Allowance of Supervisor	6,000
Daily Allowance of Enumerator	6,000
Daily Allowance of Monitorer	8,000

Sr.	Item	Unit	Cost	Total Cost
A	<u>Training Cost (1 day)</u>	1		<u>73,600</u>
	Supplies	<i>Lump sum</i>	7,000	7,000
	DSA for participants	6	6,000	36,000
	DSA for Trainer	2	8,000	16,000
	Facilitation for Trainer	1	6,000	6,000
	Travel Cost @ Rs.10/km	360	10	3,600
	Refreshment	10	500	5,000
B	<u>Pretesting (1 day)</u>	1		<u>61,000</u>
	DSA for Enumerators	5	6,000	30,000
	DSA for Supervisor	1	6,000	6,000
	DSA for Facilitators	1	8,000	8,000
	Facilitation	1	6,000	6,000
	Vehicle	1	6,000	6,000

Refreshment	10	500		5,000
<u>C Field Work</u>				<u>816,000</u>
DSA for Enumerators	50	6,000		300,000
DSA for Supervisor	10	6,000		60,000
DSA for Monitor	6	8,000		48,000
Vehicles with POL for Enumerators	50	6,000		300,000
Vehicles with POL for Supervisor	10	6,000		60,000
Vehicles with POL for Monitors (Lhr)	6	8,000		48,000
<u>D Technical Input</u>				<u>100,000</u>
Technical Input		Lump sum	100,000	100,000
<u>Total(A+B+C+D)</u>				<u>1,050,600</u>
Contingency @ 5%				52,530
Total			Rs.	<u>1,103,130</u>
Tax on Services @ 6%				66,188
<u>Grand Total</u>				<u>1,169,318</u>

Annexure VI

Manual of Instructions for Field Enumerator



Labour Market Intelligence Survey 2013

Section-1

Instructions for Enumerators/Supervisors

The present survey is a part of series of surveys being conducted in the emerging sectors of economy. Before starting the enumeration work, it is essential that the enumerator should be acquainted with objectives and terms which he/she will come across most frequently while filling in various questions of survey. These terms are explained in this section and should be properly understood so that quality data can be collected.

Objectives of the Survey

- f. Collection of data to determine gap between demand and supply of skilled and semi-skilled workers.
- g. Assessment of training needs.
- h. Facilitating to develop NOSS for the demanded occupations based on the reports of labour market intelligence.
- i. Facilitating NAVTTC, TEVTAs and private sector to utilize NOSS and introduce new disciplines in the TEVT institutes and schools in the light of survey's results.

Enumerator's Responsibilities

- i. Enumerator should clearly understand meaning and essential of each question.
- ii. Enumerator should maintain confidentiality. He should assure the respondent that the collected information will be kept confidential and will only be used for analysis.
- iii. He should take care of recording information that each answer is reflecting exactly the views of respondent.

- iv. The enumerator should write the answer of question neatly and in understandable form.
- v. He should not leave any question unanswered. He should get the answer of each question and the descriptive reply should be recorded clearly and if he wants to summarize any long answer then it should carefully be done keeping in view the objectives of the survey.

Concept and Definitions

1. Establishment

The Establishment is the institution, involved in operational and economic activity of running a business i.e. textile factory, hotel, travelling agency, food processing unit, etc.

2. Location

The location means site/place (address) of business establishment from where the activities are being performed.

3. Head Office

The head office means headquarters or centre of operation from where activities of establishment are being controlled.

4. Type of Establishment

The type of establishment refers the category of the establishment. For instance whether its isNational or Multinational?

5. Registration Status

The registration status means that whether the establishment is listed or recorded with some relevant competent government department authority or not. The establishment is required to obtain legal permission to run the business under the law and obtain a certificate from the departmentconcerned. This process is known as Registration.

6. Employment Status

Status of economically-active employee with respect to his/her jobs, whether he/she is regular employee, temporary or working on contract basis.

7. Skilled Worker

A skilled worker is one who completes higher level of education i.e. PhD, Master Degree or equivalent level and who is capable of work and supervises efficiently the work of semi-skilled workers in the field of education completed.

8. Semi-Skilled Worker

A semi-skilled worker is one who acquires lower level of education and skill through technical and vocational training, apprenticeship. He does work generally of defined routine nature wherein major requirement is not so much of the judgment, skill but for proper discharge of duties assigned to him or relatively narrow job and where important decisions are made by others. His work is thus limited to the performance of routine operations of limited scope.

9. Employee

The Employee means a person who is working in the institution at certain position.

10. Level of Education

Level of education means the highest grade attained who have attended a school, college, university, and technical institutions, etc.

Section - 2

Enumeration Procedure

This survey is the backbone to assess the demanded skills, assess raining needs and develop NOSS for the demanded occupations. A great responsibility of this survey falls on the shoulders of the field staff who will do enumeration work in the field. The field staff should remember that they are an important organ and their work is of great importance.

In view of the importance of survey, it is necessary that the field staff may understand the work thoroughly and undertake enumeration consciously and fill-in the questionnaires as accurately as possible. To assist the enumerator, these instructions are prepared:

The questionnaire will be filled-in for every establishment/firm/company selected. Since the information will be collected from the selected establishment/firm/company the enumerator should try to contact the head of establishment or any other responsible person in the establishment who may be able to furnish the required information. The enumerator should, to start with, explain to the head of the establishment or the respondent in simple terms the objectives and utility of the survey being undertaken.

The establishment should be assured that the information furnished will be treated strictly confidential and will be used to achieve the survey objectives only. It is very important that a friendly and un-officious approach be made for getting the information. The enumerator should be very careful not to make any remarks/comments during interview of which might offend the respondent because the informant's willingness and cooperation is of utmost importance for obtaining reliable information. After explaining the purpose and objectives of the survey, the enumerator should proceed with filling of questionnaire carefully.

The enumerator should note that no question is left blank. An appropriate entry should be made against each item.

Section - 3

Field Operation

Four sectors are selected to conduct this survey as it has been observed that an imbalance of demand and supply of skilled labour force exists. These sectors are:

- i) Textile
- ii) Food Processing
- iii) Energy
- iv) Services

One similar questionnaire for the three sectors i.e. textile, food processing and energy will be used and for the services sector a separate questionnaire has been designed. The instructions for the service sector are given separately in other Section-4.

Detailed Instructions for Completing Questionnaire for First Three Sectors

Establishment Profile:

1. Name of the Establishment:

In this question the enumerator should write name of the establishment which is recognized in the sector and whole economic activities are being done in the market under that title such as “Crown Textile Mill” or “National Food” etc.

2. Location of Establishment/Head Office

In this question the complete address i.e. road, building #, area, city and province of the factory, company and its Head Office(if exists) will be written. The establishment’s phone number and email address will also be recorded.

3. Principal Product

Question-3(i) refers to main principal product being produced by the factory. If one establishment is producing more than one product, the one on which establishment is being recognized or putting more of resource in production of product will be considered main product. If the same resources are used in more than one product, consider the main product which earns the more. 3(ii) for other subsidiary products than the main product.

4. Work Status

Here the work status is to be recorded. For example, Is factory work is seasonal or it works all time (whole year).

5. Type of Establishment

Here the type of establishment will be recorded, whether it is National or Multinational establishment.

6. Year of Establishment

Here the enumerator will enquire that in which year the institution/factory/company was established. That year will be recorded, for example if company was established in 2002 than same year will be recorded in given space.

7. Status of Establishment

Three options are given; the enumerator has to cross the relevant box. The status of establishment refers to its ownership: is it a government, semi-government or private, national or international institution.

8. How many Shifts are Running in Establishment?

This question refers to the number of shifts being run in the establishment i.e. one, two or three.

9. Registration Status

The question has two options i.e. Yes or No. The enumerator has to cross the relevant box. The question has also two sub-sections:

- 9.1. In case respondent reply is 'Yes' then enumerator has to record the name of government authority where the establishment is registered and its registration with any trade association then the name of that association.
- 9.2 In case the answer is 'No', the enumerator has to find out the one relevant reason from the listed in question that why establishment is not registered.

B. Employees' Details (Only Skilled/Semi-Skilled Workers):

1. Does Factory/company Has Any Plan of Expansion?

Two options i.e. 'Yes' or 'No' are given, the enumerator has to cross the right box. The question has two sub-parts:

1.1 In case of 'Yes' the enumerator has to enquire the expected increase in administrative and general workers, skilled workers and semi-skilled workers.

1.2 In case 'No', the enumerator should enquire how much normal annual increase in employment under these categories is expected.

2. Number of Employees,(Please indicate numbers)

The question has two sub-sections: 2.1 refers to the number of administrative and general workers, skilled and semi-skilled workers at the start of the production in year of establishment and Section 2.2 refersto the number of same categories as on -----.

3. Number of Employees by Status

The question has two parts. The first refers to the employment level of the establishment at the time of starting the activities/production. The second part refers to employment as on the ----- . The enumerator should record the number of regular, temporary and contract employees.

4. Number of Total Skilled/Semi-Skilled Employees: In this part the enumerator should mention the total number of male and female employees in the establishment. This question has three sub-sections regarding the detail of workers:

Section 4.1 refers to the number of M/F workers employed in establishment who have got TVET training from public training organization.

Likewise, 4.2 refer to the number of M/F workers employed in establishment trained at private training organization.

4.3 part has four sub categories - the number of M/F workers who got skill through Ustadi-Shagirdi, family trade, on job training (by establishment) or apprenticeship.

5. How You Recruit Skilled Workers?

In this question four ways are described for recruitment of workers. If respondent points out any one of them then mark cross in the relevant box. If respondent is mentioning any other reason the enumerator will record the same against 'Any other'.

6. How Much Weightage Being Given to Following in Selection of Skilled/Semi-Skilled Workers:

In this section five possible options are mentioned. The enumerator has to enquire from respondent about anyone preference given in selection criteria and cross in the relevant box.

7. What is the Base of Fixing Wages of Skilled/Semi-Skilled Workers?

In this section three preferences are identified for wage-fixing. The enumerator should cross one relevant box in response to the respondent's answer.

C. Overview of TVET-Trained Workers

1. Are You Satisfied with Standard of TVET?

The enumerators have to record the answer either in 'Yes' or 'No'. The section has two sub-parts. If respondent is satisfied then enumerator should go to 1.1 In case he is not satisfied enumerator should go to 1.2.

- 1.1 This section is meant to record the level of satisfaction from four type of training sources i.e. public and private institutes, informal (UstadiShagirdi& family trade) and onjob and apprenticeship. The three levels are defined – Level 1 refers to satisfaction is more than 60 per cent. Level 2 is representing between 40 to 60 percent, and level 3 indicates the satisfaction less than 40 percent. The enumerators should clarify carefully from respondent that how much satisfaction is being obtained from various sources as per levels defined and should cross in the relevant box.

- 1.2 This part refers that in case respondent is not satisfied from the standard of TVET then respondent has to identify that what kind of improvements are required in the present TVET system to improve the skill. Seven options are given and enumerator has to cross the appropriate box. If respondent reports more than one enumerator should ensure which one is more dominant from respondent point of view and put a cross only in one box.

2. Is there shortage of any particular skill in this sector?

The answer of this question will be in 'Yes' or 'No'. If respondent reply is in “Yes” then the Enumerator will go to 2.1 and will request to identify the occupations in which shortage exists. The enumerator should ensure that all such occupations pointed out by respondent are listed along with brief job description.

3. How do you manage the shortage of skilled workers?

Under this question four possible strategies are mentioned. The enumerator will cross the relevant box, reflecting the method adopted by the establishment.

4. What skill(s) would be required in the sector or associated sectors incoming years?

The question has three columns. The first column belongs to the serial number, the second column is meant for the required occupation in future whereas the third column is to list the job description for that occupation. The enumerator should try to explore the expected requirement in terms of expected skill required in future.

5. Does establishment has Human Resource(HR) department?

This section is to have information about the existence of HR department/section in the establishment. The enumerator will record the answer of respondent in Yes or No and in case of Yes he/she will move to 5.1 and will enquire about maintaining of complete record of skilled workers in HR department. The answer will be recorded in Yes or No.

6. Does the establishment have its own arrangement of technical and vocational training?

Under this section two options Yes and No are available. The enumerator should cross in the relevant box. In case “Yes” the enumerator should move to 6.1 and should enquire what type of arrangement exists and record the answer by putting cross in right box.

D. Employment trend of Skilled Workers by Occupation:

Each questionnaire has one table under above cited title. This table contains 22 columns. To fill it the detail instructions are as follow:

- Column (1) Serial No:** In this column the serial number of occupation is entered. If the occupations are more and not fit in one page than additional page should be attached.
- Column (2) Occupation:** In this column the enumerator should list all skilled and semi-skilled occupations existing in establishment.
- Column (3) Number of Employees – R:** In this column the enumerator will enter the number of regular employees as on ----- existing on payroll of establishment under the title of occupation earlier listed in Column 2.
- Column (4) Number of Employees – T:** In this column the enumerator will enter the number of temporary employees as on ----- under the title of occupation earlier listed in Column 2.
- Column (5) Number of Employees – OC:** In this column the enumerator will enter the number of employees on contract basis as on - ----- under the title of occupation earlier listed in Column 2.
- Column (6) Level of Education – A:** The enumerator will enquire that how many employees were degree-holders as on ----- and will enter the number against each occupation earlier listed in Column 2.
- Column (7) Level of Education – B:** The enumerator will enquire that how many employees were DAE as on ----- and will enter the number against each occupation earlier listed in Column 2.

Column (8) Level of Education – C: The enumerator will enquire that how many employees were Vocational Certificate-holders as on ----- and will enter the number against each occupation earlier listed in Column 2.

Column (9) Level of Education – D: The enumerator will enquire that how many employees were having education other than Degree, DAE, and Vocational Certificate as on ----- and will enter the number against each occupation earlier listed in Column 2.

Column (10) Total Female Workers: In this column the number of female employees as on ----- will be entered against each occupation listed earlier in Column 2.

Column (11) Wages – Minimum: In this column the minimum wage offered to the employee as ----- will be entered against each occupation listed earlier in Column 2.

Column (12) Wages – Maximum: In this column maximum wage offered to the employee as on ----- will be entered against each occupation listed earlier in Column 2.

Column (13) To Column (22): The enumerator will follow the instructions mentioned for Column (3) to Column (12). The difference is only that the information required in these columns has the reference period “as on -----”.

Section–4

The questionnaire for the Services Sector will be filled-in from selected households. The enumerator should try to contact the head of household or, in his/her absence, any other member of household who may be able to furnish the required information. The enumerators should, to start with, explain to the head of household or the respondent member of household in simple terms the objectives and utility of the survey being undertaken.

The household should be assured that the information furnished will be treated strictly confidential and will be used for statistical analysis purposes only and not against him/her in any way. It is very important that a friendly and inofficiously approach be made for obtaining the required information. The enumerator should be very careful not to make any remarks/comments which might offend the respondent because the informant's willingness and cooperation is of utmost importance for obtaining reliable information.

The enumerator should take care to convey as closely as possible the original meaning of each question to each of his/her respondent. He/she should note that no item is left blank as it might give some doubt that information was not sought about the particular item by the enumerator. An appropriate entry should be made against each item.

Detailed Instructions for Completing the Questionnaire of Services Sector

A. Household Profile:

1. Name of Head of Household:

In this question the enumerator should enter the name of the head of the household with his/her contact number.

2. Address of Household:

The enumerator should enter the postal address of house with house number, street number and locality/area etc.

3. Respondent's Name

If the head of household is not available to respond than enumerator should write the name of respondent with his/her contact number who is providing the information on behalf of Head. In case the head of household is himself

available for information then enumerator has to write the name of head of the household with his/her contact number.

4. Respondent's Relation to Head of Household:

In case any respondent is providing information on behalf of Head of Household than enumerator will record the relationship of respondent with Head of Household. If the enumerator has choice to pick the respondent then he/she has to pick the respondent close to head of household for obtaining reliable information.

5. Household Monthly Income:

The enumerator will enquire the monthly income of household and will enter here. The monthly income is defined here as pool of the income/share of income to run the affairs of household.

B. Household Employees' Information:

1. Do you have House Employees:

The question has two options i.e.'Yes' or 'No'. The enumerator has to put a cross in the relevant box. In case the answer is in 'Yes' than enumerator will move to Q. 1.1

1.1 Question is in tabulated form and has 12 columns.

Column 1: In this column the serial number of employee is entered. If more rows are required may be increased.

Column 2: In this column the enumerator should list the occupational title of employees working in the house. If enumerator finds any additional worker and different occupational title than mentioned below of the table than he/she has to record the clearly title of occupation and all other relevant information asked for.

Column 3 & 4: In these columns the number of employees working in the house will be entered by gender in the relevant/appropriate box.

Column 5 & 6: In these columns the minimum and maximum pay in rupees being paid to the employee. In case employee is one, then only salary being paid should be recorded working under that corresponding title.

Column 7: In this column the employment period of the employee is to be recorded that how long the employee is working in the house.

Column 8 & 9: In these columns the enumerator has to record the reasons for leaving the job. If employee leaves the job at his own then enumerator has to put cross in column 8 and if expelled by head of household then put a cross in Column 9.

Column 10: The code numbers of reasons for termination are given below, those which are relevant should be written in this Column.

Column 11: If the household changing/replacing the employees' quickly then enumerator has to record the numbers of employees replaced in a year.

Column 11: In this column the enumerator has to record average time to find the replacement of employees by the household.

2. Are you satisfied with the output/work of employees?

In this question two options are given 'Yes' or 'No'. The enumerator has to cross the relevant box. If answer is in 'Yes' then go to 2.1 and in case 'No' go to 2.2.

- a. If the household is satisfied with the work of employee then put a cross in the relevant box, identifying the reasons of satisfaction.
- b. Similar to above, if household is not satisfied with the performance of employee then cross against the relevant reason.

3. How are employees selected?

In this question four ways are described for recruitment of workers. If respondent points out any one of them, then mark cross in relevant box. If respondent is mentioning any other reason the enumerator will record the same against 'Any other'.

4. How are the employees' salaries settled?

Four criteria are mentioned to settle the salary of employees, put a cross in relevant box.

5. Do you favour to induct employees through any organised system:

Under this question two options are given 'Yes' and 'No', put a cross in the appropriate box.

The question has two sub-sections.

- a. In case of 'Yes', three arrangements are mentioned. Put a cross in the relevant box. If respondent is suggesting any other arrangement, the enumerator will record the same against 'Any other'.
- b. In case of 'No', five options are mentioned. Put a cross in the relevant box in response to reply of respondent. If reply is not covered under these five reasons then please specify and record it against 'Any other'.

C: Profile of Services Hired from Market:

Under this section, the information regarding services being hired from market are to be collected.

Question 1: Do you hire the services of skill workers from market?

In this question the services are mentioned in two groups. In section (i) eighteen occupations are mentioned. The enumerator has to enquire from the head that what type of services were hired and put a cross in the relevant boxes. In case household doesn't have any employee and part B is not applicable then those six occupations mentioned in question 1 of part B may combined with section (i).

Question 2: How you select service providers?

Three modes are mentioned. Put a cross in the appropriate box.

Question 3: Are you satisfied with the skills of service providers?

The question has two options 'Yes' or 'No'. Put across in the relevant box.

- 3.1 In case of 'Yes', three reasons are mentioned for satisfaction, mark cross in the relevant box. In case any other reason is explained by respondent then specify and record in against 'other'.
- 3.2 In case of 'No', what are the obstacle in finding suitable workers, four obstacles are listed. Put a cross in appropriate box.

Question 4: Do you feel the need for Technical Vocational education and Training for these workers?

The question has two options, 'Yes' or 'No'. Put across in the relevant box.

- 4.1 In case of 'Yes', it should be enquired that what kind of training would be helpful to improve the skills of these workers. Three types of training are mentioned. Put a cross in the relevant box.

Question 5: Main services hired during the last six months?

In this question nine columns are designed. The services hired by the household during the last six months and its related information are to be recorded.

Column 1: In this column the identification of service/title of occupation are to be mentioned.

Column 2: In this column the quantum of work in to be recorded.

Column 3: Here the completion time taken by service provider has to be mentioned.

Column 4: This column is for the wage demanded by the service-provider.

Column 5: This column is for the wages paid by the household after bargaining.

Column 6 & 7: These two columns 6 and 7 are for reflecting the satisfaction/dis-satisfaction of household regarding services provided respectively.

Column 8 & 9: These two columns are for the remarks of respondent about the charges/wages. If he/she considers it "okay" then put a cross in Column 8. In case of considering it higher, then put cross in Column 9.

Question 6: Do you feel shortage/nonexistence of skilled workers?

The question has two option 'Yes' or 'No'. Put across in the relevant box.

6.1 In case 'yes', then what kind of skills is short. For this purpose a table having 6 columns has been designed. Please fill it as per instructions given below.

Column 1: In this column the occupational title is to be mentioned which is short or not existent in view of respondent.

Column 2: In this column the nature/description of work is to be recorded what respondent expect to perform by service-provider.

Column 3: The enumerator will ask what type of skill is required for the reported occupation keeping in view the job description and that will be recorded in this column.

Column 4, 5 & 6: These three columns are sub-columns of the main column i.e. how many times services are required? Three options are mentioned – Monthly, In 3 months and yearly. If services are required on monthly basis the enumerator has to cross in Column 4. Similarly if required in 3 months then he will put across in Column 5 and for yearly basis in Column 6.