

Tracer Study of Skills for Job (SFJ) 2012 Trainees

Punjab Skills Development Fund (PSDF)



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Punjab Skills Development Fund (PSDF) is a section-42 company established by the Government of the Punjab in collaboration with Department for International Development UK. PSDF commissions vocational training by engaging training service providers (TSPs) through a competitive bidding process. It designs training schemes which allow for quality and cost competition among training providers from different sectors. Skills for Job 2012 (SFJ 2012) was one of the schemes that had been designed by PSDF to expand publicly-subsided and accredited training provision. The scheme ran from September 2012 to December 2013 and trained 18,500 individuals.

In April 2014, Research Consultants (RCons), a survey firm, was commissioned by PSDF to conduct a tracer of a randomly selected sample of 1500 trainees of SFJ 2012. The trainees were interviewed in person by RCons for collection of data. The study primarily examines the labor market outcomes of the trainees under this scheme in the districts of Bahawalpur, Bahawalnagar, Muzaffargarh and Lodhran. This report conveys the findings of the tracer study.


Around 95% of the trainees reported that SFJ 2012 was their first vocational training experience, and the majority attending the course with the intention of enhancing their prospects for employment.

Prior to training, 96% of the trainees in the labor force were unemployed. However, after the training, 67% reported to be involved in income generation activities. Out of these, about 46% are wage employees, 10% are daily laborers and the remaining are engaged in self/family business¹. The trainees engaged in wage employment reported about 13% increase in their monthly income compared to their last earned income.

The study reveals that 65% of the cohort is working within the district of their residence. High employment rates were reported in commerce, construction and services related trades. 81% of the employed persons had found work through a relative or close friend. Both job placement and setting up of business was, thus, found to be highly dependent on personal networks.

The survey indicates that the scheme has been able to achieve its output and outcome indicators. However, labour market outcomes can be further enriched by assisting trainees in job search and improving their access to microfinance and business development services.

1. Trainees engaged by employers include wage employees and formal and informal apprentices whereas trainees engaged in self business include subsistence farmers and those involved in animal husbandry.



Punjab Skills Development Fund (PSDF) is a not-for-profit company set up by the Government of Punjab, in collaboration with the Department for International Development (DFID), UK. PSDF funds demand-driven vocational trainings of the people of Punjab by procuring services from private, public and not-for-profit training providers. Its objective is to increase the employability and earnings of low-income and vulnerable individuals by augmenting their skills base through vocational training. The Fund has, since its inception in 2010, followed the approach of designing and recalibrating discrete skills funding schemes to meet these objectives. Skills for Jobs (SFJ) is one of such schemes that was designed to expand publicly-subsided, accredited training provision by harnessing excess capacity within the system and stimulating new training places. A range of providers are attracted by PSDF's call for proposals which include private firms, training institutes, non-governmental organisations, public private partnerships and even traditional public sector training providers. The Fund has been at the forefront of efforts to make vocational training responsive to the labor market. Its schemes are designed after extracting skills demand data from rigorous surveys that report individual preferences, market vacancies and hiring trends. Informed projections are used for setting trade- and sector-wise targets before the launch of each scheme.

PSDF was initially piloted in four districts of Southern Punjab selected from a list of ten poorest districts of the province. These were: Bahawalpur, Bahawalnagar, Lodhran and Muzaffargarh. Between 2004-05 and 2007-08, the incidence of poverty had increased in the pilot districts with the exception of Muzaffargarh where it had marginally decreased². Available sources also indicate that compared to the districts in the Southern and Northern part of Punjab, the pilot districts are less vibrant in terms of economic activity: the Industrial Directory of 2011 reports close to 18,000 registered industrial units in the province, out of which only 779 (4.4%) were located in the pilot districts. Half of these were small cotton ginning units. A narrow occupational structure and a low propensity to migrate out of this region was also captured in a large scale survey of 11,000 households³.

The scheme, SFJ 2012, ran from September 2012 to December 2013 and trained 18,500 individuals. A total of 40 training service providers offered trainings in 121 trades within 26 trade groups (i.e. a group clubbing together trades with similar content but different nomenclatures) and 881 classes. 75% of the trainees were males and the remaining females. More than two-thirds completed vocational training of three months or less; 32% completed longer courses. 49% of all training classes took place outside of the pilot districts and afforded an opportunity for professional and social exposure to trainees. Even so, the overall drop-out rate remained low at 6%.

In April 2014, a survey firm RCONS was commissioned to conduct a tracer study of SFJ trainees. At the time of the tracer, on average, almost 11 months had elapsed since the trainings were completed.

2. *Baseline Indicators Report*, Centre for Economic Research Pakistan, 2010

3. *Household and Community Surveys: Baseline Household Report for Skills, Non-Depth Sample*, Centre for Economic Research Pakistan, Undated.

SAMPLING METHODOLOGY AND DESIGN OF TRACER SURVEY

The sample for this study was drawn from PSDF's administrative database collected by TSPs and digitally maintained by the Fund for each individual trainee enrolled in the scheme. The database included basic biographical and contact details. A data verification process preceded drawing of the sample which revealed that contact details of females were problematic, making communication with them difficult both due to traceability and social issues. Hence being the first attempt at systematically gauging employment effect, it was decided that the tracer study will be confined to males only. A representative random sample of 1,652 males (12% of all male trainees) was initially drawn to be interviewed. A phone verification of contact details was conducted by PSDF. The sample size was determined by the target to reach out to at least 10% of all the male trainees. An additional 2% was drawn as a replacement sample. The final sample of male trainees who could be successfully traced was 1500, which represents about 11% of the overall number of male trainees. The results of this tracer are, therefore, representative of 13,803 male trainees trained under SFJ.

Work on the questionnaire design began in March 2014 and the finalised survey instrument was fielded with a pilot sample of 80 observations in early April 2014. After the successful pilot round and some questionnaire adjustments, the remaining 1,420 trainees were contacted in early May 2014.

The survey team adopted a mixed-methods approach. While the vast majority of interviews (84%) were conducted by visiting each trainee in person, a reasonable proportion (16%) also had to be conducted via telephone calls due to distance and availability constraints. Furthermore, due to unavailability of respondents and some refusals, the size of the replacement sample had to be increased before the target could be reached.

Questionnaire Design

The questionnaire was designed after reviewing various survey instruments. PSDF extracted administrative data (such as course name, training service provider etc.) for the trainees selected in the sample. These comprised responses to the pre-filled questions of the survey instrument. The survey team posed 25 questions to the sample trainees, with a majority being multiple choice questions (refer to Appendix A for questionnaire).

Table 1 outlines the broad nature of the data collected in this survey. For each variable, Table 1 gives the variable's name, its serial number in the questionnaire and also provides a short definition of the variable. The Questionnaire was translated in Urdu for the purpose of this study (Appendix B).

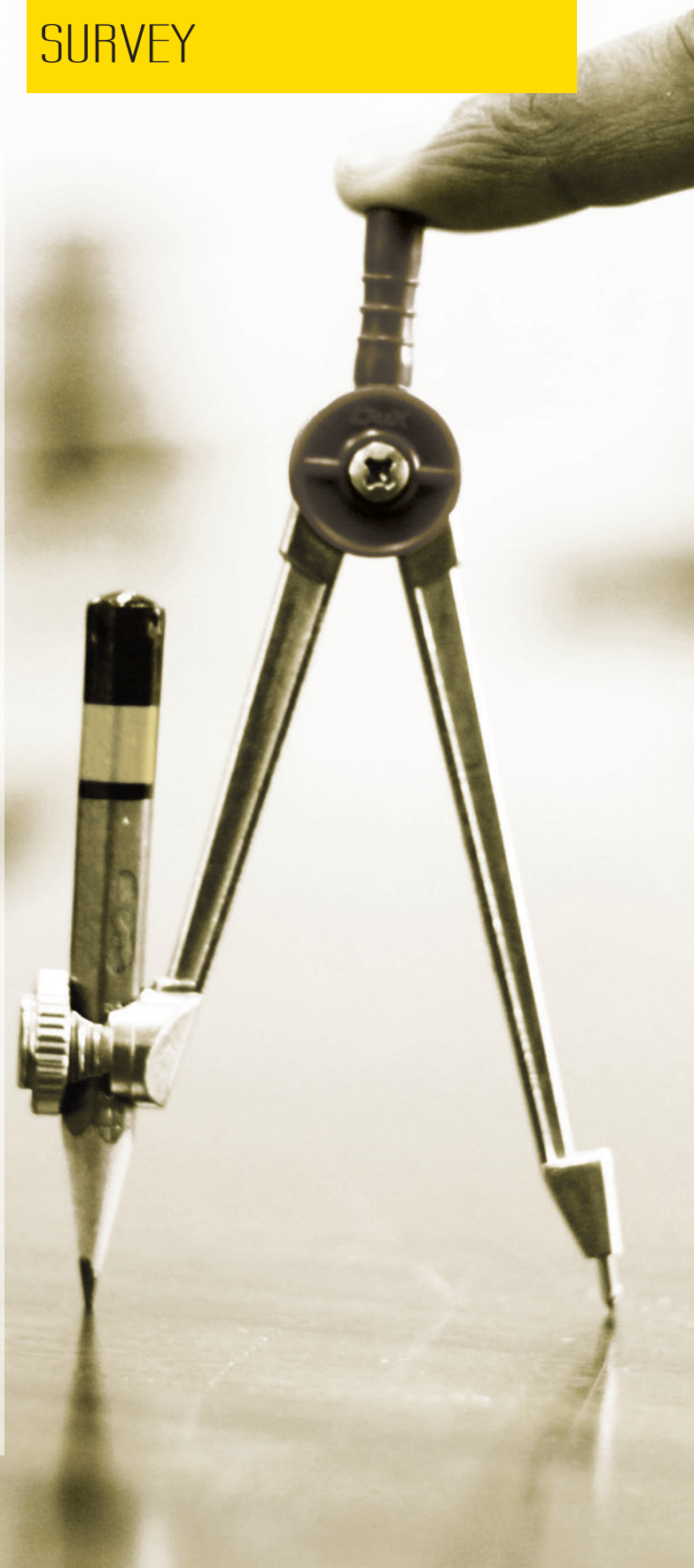


TABLE 1: DEFINITIONS OF VARIABLES

VARIABLE NAME	QUESTION	DEFINITION
Variables for previous and current employment status		
Previous employment status	Pre-existing	Gives the previous (pre-training) employment status of trainees.
Current employment status	Section 2: Q6	Gives the post-training employment status of trainees.
Employment type	Section 2: Q7	Gives the type of employment (wage, self, unpaid labor, apprenticeship) trainee was engaged in post-training.
Variables related to labor market outcomes		
Income and location	Section 2: Q8	Variables that capture the current income and the trainee's work location.
How find work	Section 2: Q9	Gives the method used most commonly to find work.
Looking for work	Section 2: Q12	Gives the current work outlook of trainees.
Most beneficial factor	Section 2: Q23	Gives the most beneficial factor for trainees to improve employment opportunities.
Variables for usefulness of training and course satisfaction		
Benefit of training	Section 2: Q10	Gives the general usefulness of training.
Specific usefulness of training	Section 2: Q11	Gives specific usefulness of training along the dimension of learning, networking, self-confidence and new opportunities.
Course satisfaction	Section 2: Q19	Gives satisfaction ratings for course in terms of class environment, teacher quality, accommodation and arrangements.
Course duration	Section 2: Q20	Captures the overall satisfaction with the course duration.
Variable related to feedback about the training		
Reason for enrolling	Section 2: Q18	Gives the reason cited by trainees' for enrolling in the course.
Main difficulty in admission	Section 2: Q21	Gives the main difficulty faced by trainees in the admission process.
TSP satisfaction	Section 2: Q22	Gives the overall satisfaction with the training service provider.
Recommend training	Section 2: Q24	Dummy variable that takes the value of 1 if trainee would recommend this course to friends / relatives.

Table 2 below shows the success rates of interviews by district. A total of 1,949 interviews were attempted with an average success rate of 77%; 23% of the trainees could not be traced even after multiple attempts by the team to locate them. This compares favorably with tracers conducted elsewhere in the country e.g. a tracer study of graduates of Benazir Bhutto Shaheed Youth Development Programme funded by the World Bank, recorded a response rate of 68%⁴. The district-wise response rate ranged from 71% to 89%. A somewhat lower response rate in district Muzaffargarh could possibly be related to a higher propensity of the district residents to emigrate and can introduce a negative bias in the employment rate if the untraceable trainees had moved elsewhere for work.

Table 2: Success rate by district

District	Attempted Interviews	Successful Interviews	Success Rate
Bahawalnagar	372	331	89.00
Bahawalpur	700	517	74.00
Lodhran	248	204	82.30
Muzaffargarh	629	448	71.22
Total	1949	1500	77.00

BIOGRAPHICAL DETAILS OF TRAINEES

A. Geography

The stratified random sample included at least 200 sample observations from each district; district-wise breakup of the sample being proportionate to the total trainees participating in the scheme from each district. 60% of the sample trainees were from rural areas. At district level, over two-thirds of trainees were from rural areas except in Bahawalpur where over 55% trainees were from urban areas (Table 3).

B. Age

The age distribution is positively skewed: the trainees comprise a reasonably young cohort of the general population with an overall average age of

about 21 years and 95% of the sample trainees below the age of 30 (Figure 1). Table 4 shows that the average age of trainees from rural areas was slightly less than that of urban areas. The minimum age requirement for PSDF trainees is fifteen; given that SFJ offer pre-employment type of trainings, it was expected that the facility will be availed mostly by the youth. However, the age pattern shows that a limited number of mature people beyond the age of 30 were also interested in improving their job-related skills. For rural trainees, the maximum age was 43 years as compared to 45 years for the urban trainees. There was, therefore, no major difference in the age profile of trainees from urban and rural backgrounds.

Table 3: Geographical spread of trainees by district

District	Urban	Rural	Total (N)
Bahawalnagar	31.72	68.28	331
Bahawalpur	55.51	44.49	517
Lodhran	31.37	68.63	204
Muzaffargarh	29.91	70.09	448
Total	39.33	60.67	1500

Table 4: Age by region

District	Min	Mean	Max	Total (N)
Urban	15	22.02	45	590
Rural	15	21.78	43	910

4. Report of the Tracer Study of Graduates of Benazir Bhutto Youth Development Programme, ILO, 2010.



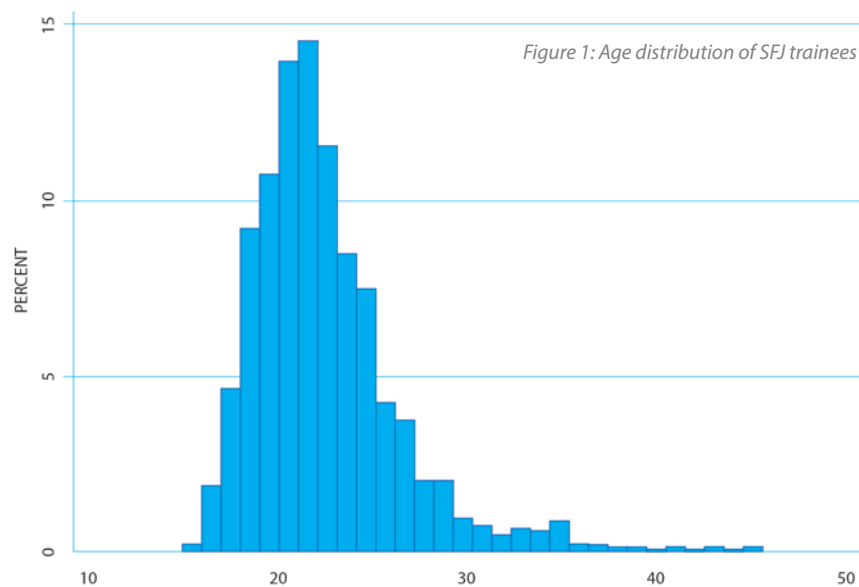


Figure 1: Age distribution of SFJ trainees

C. Education

The use of vocational skills training to help improve the human capital of trainees with core skills represents a sensible approach but at the same time also reflects the fact that courses offered by SFJ providers had entry conditions that stipulated five to ten years of schooling. Trainees from both urban as well as rural areas were reasonably well-educated. Figure 2 shows that over 85% of the trainees had finished at least matriculation-level formal education. Around 10% had completed eight years of schooling and others had a higher level of education. This reaffirms the recommendations of CERP’s household survey⁵ to lower the educational entry requirement for vocational training. (PSDF has dealt with this specific issue by designing and launching a scheme for the less literate. While traditional training courses need revision to improve access for the less educated, PSDF’s scheme Skills for Market specifically pursues inclusion by lowering educational entry requirements). The educational profile is almost similar for rural and urban trainees in the sample.

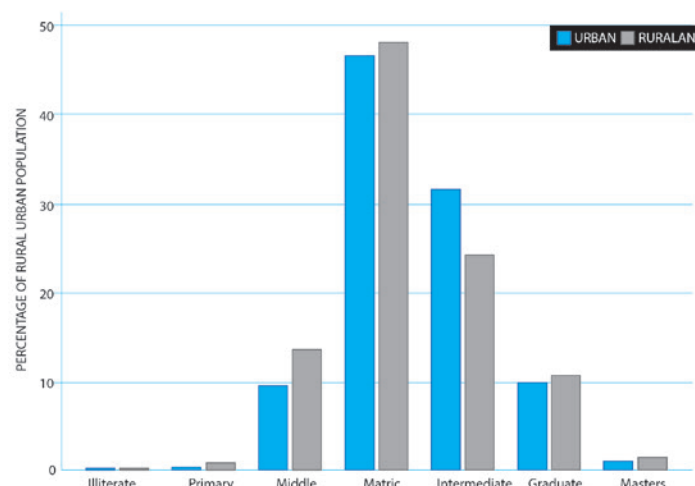


Figure 2: Education by region

D. Courses choice

The trainees in SFJ 2012 were able to select courses of their choice from a given menu of trades. The sample covered 25 trade groups. The top three trade groups represented in the sample were Services, Electrical and Commerce which comprised 37% of the trainees. The Services trade group includes courses such as Driving skills development course, Salesmanship, Certificate in International Retail Operations etc.

E. Course duration

The trainings undertaken by the trainees in the sample were of varying duration. As shown in Figure 3 below, 75% of all courses were of 3 months duration and about 11% were six months long. In the population of interest (i.e. all SFJ trainees) a slightly lower percentage (68%) was enrolled in 3 months courses; those enrolled in longer duration courses was 32%.

F. Prior Employment Status

It is interesting to note that prior to the training, only 27% of the trainees reported themselves to be students and almost everyone else (70%) was unemployed. The percentage employed was less than 3% (Table 6). Data for Table 6 was collected prior to the training by training providers. During the tracer survey, the survey team asked trainees about their income-earning status - more specifically, whether they were working for pay a month prior to the start of the course. Table 7 shows that 16.53% of the trainees remember being employed for pay a month before the course began. This may be explained by the possibility that those calling themselves

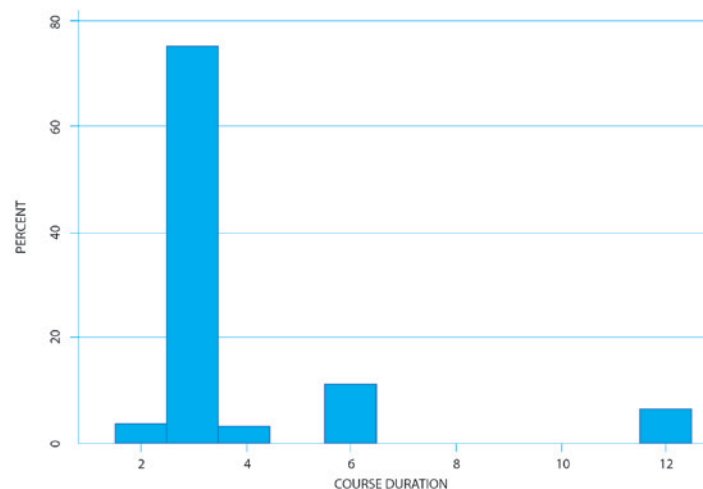


Figure 3: Course duration in months

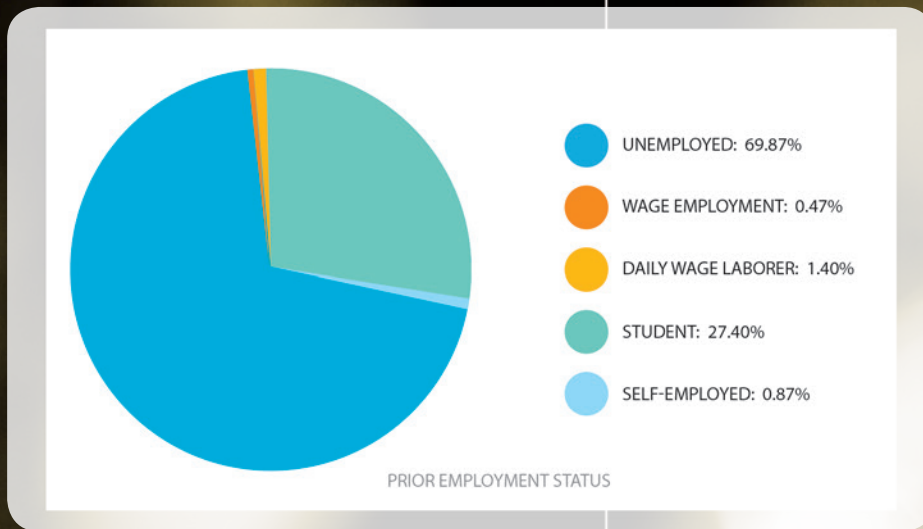
students had been engaged in some kind of work for pay on a part-time basis. Nevertheless, both sources show that the scheme attracted a large proportion of unemployed youth.

According to the survey data, 83.47% were not gainfully employed one month before the course started.

Table 5: Trade Groups and Courses represented in the sample

Trade Group	Courses Covered (Top 3)	Percent	N
Agriculture	Tunnel Farming, Insect Pest Management, Cultivation of Medicinal Plants	1.80	27
Air Conditioning & Refrigeration	Heating Ventilation Air Conditioning & Refrigeration, Refrigeration and Air-conditioned Technician	0.80	12
Art & Design	3D Studio Max, Photo & Imaging, Edexcel BTEC Level 3 Diploma in Art & Design	3.20	48
Automobile	Auto Electrician, Auto Mechanic, Motorcycle Mechanic	7.73	116
Commerce	Inventory Control, Secretarial Studies, Site Accountant Store Keeper	10.47	157
Computer & IT	Computer Aided Drafting & Design using AutoCad, Computer Hardware, ICDL	9.40	141
Construction	Civil Draftsman, Mobile Crane Operator, Steel Fixer	9.87	148
Construction Machinery Operator	Excavator Operator, Dozer Operator, Dumper Operator	10.13	152
Electrical	Repair & Maintenance of Electrical Appliances, Industrial Electrician, Electrical Wiring	12.13	182
Electronic Media	Edexcel BTEC Level 3 Diploma in Creative Media Production	0.07	1
Electronics	Mobile Phone Repairing, Programmable Logic Control, Industrial Automation and Process Control	2.33	35
Garments	Industrial Stitching Machine Operator, Knitting Machine Operator	0.73	11
Health	Clinical Assistant	0.33	5
Hospitality	Food & Beverage Services Level 2, Food Preparation and Culinary Arts Level 2	0.40	6
Livestock Workers	Village Veterinary Worker	0.67	10
Machine Tools Operator	Machinist, CNC Operator, Turner	2.73	41
Metal Work	Draftsman Mechanical, Industrial Fitter	1.47	22
Plumbing & Sanitary Installation	Plumber & Sanitary Installer	0.67	10
Poultry Producers	Poultry Farm Management	0.47	7
Services	Driving Skills Development Course, Salesmanship, Certificate in International Retail Operations	15.87	238
Telecommunication	Fiber Optic Associate Technician, Optic Fibre Cable Splicing, Microwave Professional	3.87	58
Textiles	Weaving, Sequins work	0.20	3
Veterinary Technicians and Assistants	Artificial Insemination & Reproductive health in dairy animals	0.60	9
Welding	Welding, Welding & Fabrication	3.60	54
Wood Work	House Carpenter	0.47	7
Total (N)		100.00	1500

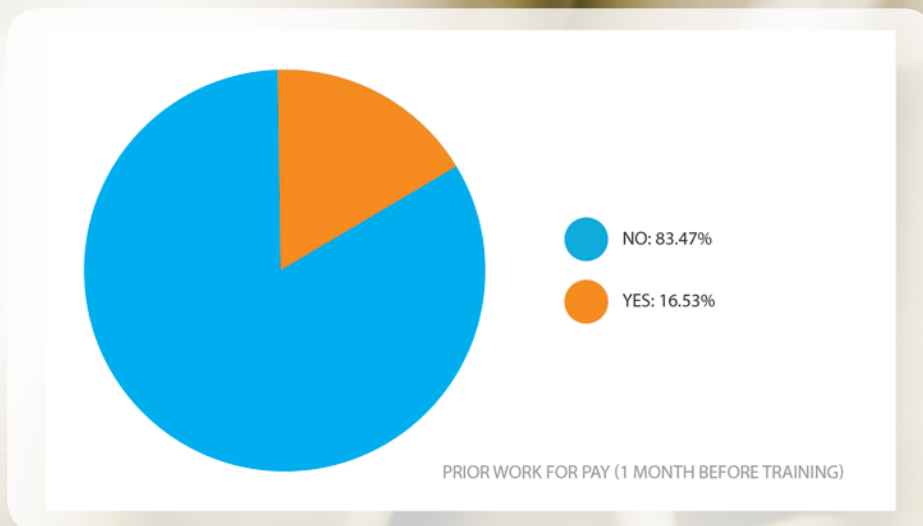
Figure 4



Employment Status	Percent
Daily Wage Laborer	1.40
Self-Employed	0.87
Student	27.40
Unemployed	69.87
Wage Employment	0.47
Total (N)	1500

Table 6: Prior employment status

Figure 5



Prior work for pay (1 month before course start)	Percent
Yes	16.53
No	83.47
Total (N)	1500

Table 7: Prior work for pay

SURVEY RESULTS

Given the above description of SFJ trainees, representative of the overall male trainees that underwent training, the main variables of interest pertained to the labour market. A significant number of questions in the survey, therefore, explored employment and income status of the graduates. These can be clubbed under “Labour Market Outcomes”. Different dimensions of employment and income variables were explored and are reported in the following section. Other areas of interest that were probed covered the graduates’ transition to jobs, geographical mobility of labour, course usefulness, motivation to train and satisfaction with provider services.

The most important labour market outcome of interest in tracer studies is the employment rate and the average income level, post-training, of the group trained. Labour market outcomes of the sample are presented below:

A. Employment effects

i. Labour Force Participation & Aggregate Employment Rate

Given the nature of pre-employment type of training, beneficiaries are expected to enter the labour market after some period spent in job search or planning for own business. It is also possible that they pursue further education or training and delay their decision to join the labour force. It may be recalled that even though the last cohort of trainees under SFJ had completed training in December 2013 (four months before the tracer survey), on average almost 11 months had elapsed since completion across all trainees. The survey asked whether the trainees were currently students pursuing further education.

Over one-third of the SFJ trainees reported in the affirmative i.e. that they were students - either in further education or training (Table 8), with almost 50% of them pursuing graduate or masters degrees scheduled to complete within the next year or so. 100% of the trainees who were studying at the time of this survey reported that they planned to find a job after completing their studies.

The statistics in Table 8 show that 63% of the sample trainees entered the labour force immediately after completion of training. The Labour Force Participation Rate (LFPR) was found to be high for the less educated (more than 80% for the illiterate, primary or middle pass trainees) and those who had completed a Master's degree (Table 9). This may be due to the fact that the former were drop-outs and could not find further avenues of pursuing education; in case of the latter, more opted to join the labour force since a Master's degree is sufficiently advanced for the majority to be considered as a final academic degree. The lowest LFPR was re-

corded for those with an intermediate qualification – half of whom moved on to further education or training opportunities. This strengthens the case for lowering educational entry requirements for vocational courses to provide a second-chance learning opportunity for the less educated but at the same time, raises the question of why individuals, who had opted for vocational training, chose to revert to the academic stream once the period of training was over.

An Employers Survey carried out by Centre of Economic Research Pakistan (CERP) in 2012 of the regional employers revealed that a significant percentage (i.e. 30%) valued core skills in their employees. An area for further research would be to explore whether return to academic stream by a non-trivial proportion of vocational trainees is because of the low perceived worth of vocational qualifications by employers, their demand for an academic qualifications even for jobs such as salespersons (i.e. credentialism) or other reasons. To understand the dynamics of transition to the labour market, it would be useful to carry out a follow-up tracer study of the cohort which pursued further education after course completion.

Currently pursuing education	Percent
Yes	36.87
No	63.13
Total(N)	1500

Table 8: Current education status

Nevertheless, it is an accepted practice to calculate employment rates⁶ of those entering the labour force. In this case, 67% of those in the labour force (633) were found to be engaged in some form of work. This means that while about 42 percent of all the trainees were employed, the effective employment rate of those in the labor force (i.e. those who

6. The ICSE-93 definition of "employed" covers employers, employees, own account workers, contributing family workers, members of producers' cooperatives and workers not classifiable. The survey options for work type excluded the latter two and added subsistence farming, livestock, daily labourers and apprentices in view of the importance of the informal and agriculture sectors in the southern districts.

are not currently students), is at a reasonable level. Prior to the training, 96% of those in the labour force were reported to be unemployed. This is a significant improvement and highlights the positive outcome of PSDF's training scheme. Similar vocational programmes offered in Pakistan (that have been independently evaluated) report post-training employment rates in the range of 32.5%⁷ to 41%⁸. It is also worth mentioning that these programmes were not restricted to less developed regions but were run province-wide.

Education Level	LFPR
Illiterate	80%
Primary	85%
Middle	83%
Matric	69%
Intermediate	46%
Graduate	52%
Masters	86%
Total	63%

Table 9: Labour Force Participation Rate (LFPR) by Education Level

7. Report of the Graduates of Benazir Bhutto Shaheed Youth Employment Programme; ILO (2010)
8. Labour Market Outcomes of Punjab TEVTA Graduates, World Bank (2012)

ii. Employment rates by providers and trade

As expected, employment rates vary across training providers and courses. The top three providers with respect to the recorded employment rate were: National Highway and Motorway Police (MH&MP), Millat Collage and Ladies Social Welfare Society (LSWS). NH&MP College exclusively offered a three-month course in driving skills which is not being offered in the two largest public sector training providers i.e. TEVTA or PVTTC. Interestingly, preferences derived from large employers and households both revealed a significant labour market de-

mand for drivers of cars, vans and buses.

Table 10 below lists the top seven providers by employment rates. Table 28 in the Annex C presents employment rates for all providers, though caution is advised while interpreting results for providers having less than 30 sample observations. The number of relevant observations is indicated in the last column.

Training Service Provider	Employment Rate %(LF Participants)	N
LSWS/VETDACO	69.89	352
CHOLISTAN INSTITUTE OF TECHNICAL EDUCATION (CITE)	54.46	101
MILLAT COLLEGE OF COMMERCE	73.24	71
NATIONAL HIGHWAY & MOTORWAY POLICE TRAINING COLLEGE	76.36	55
MULTILINE GROUP	60.78	51
PUNJAB VOCATIONAL TRAINING COUNCIL	68.89	45
INITIATIVE FOR CHANGE (IFC)	58.33	36

Table 10: Employment Rate by Providers (Trainees in labor force)

In terms of trade groups, high employment rates were reported in welding (73%), followed closely by Construction Machinery Operators (72.3%). Trainees completing courses in Commerce trade group had an employment rate 70.77% whereas Services Trades had an employment rate of 70%.⁹

Trade Group	Employment Rate %(LF Participants)	N
Automobile	65.75	73
Commerce	70.77	65
Computer & IT	58.11	74
Construction	64.42	104
Construction Machine Operator	72.31	130
Electrical	58.62	116
Services	70.19	161
Welding	73.17	41

Table 11: Employment Rate by Trade Group (Trainees in labor force)

Please refer to Table 5 for an understanding of trades or courses falling under each of the mentioned trade groups.

iii. Employment rates by course duration

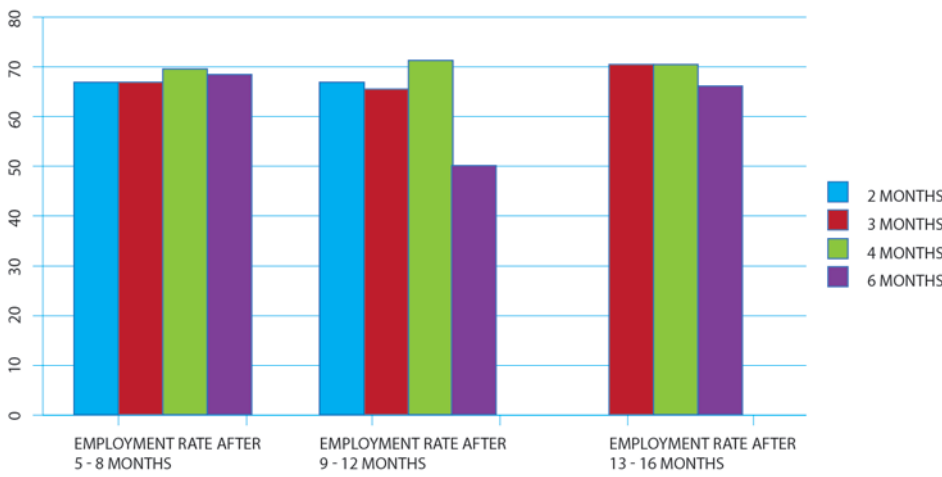
Intuitively, employment rates of long duration courses are expected to be higher than shorter courses. The tracer data showed that a generalization was not maintainable as employment rates for shorter course were comparable to those for courses of longer duration. Moreover, as Table 12 shows, the highest employment rates (70%) were for the 4 month long courses.

9. Refer to Appendix C Table 28 for TSP-wise employment rates of trainees in labor force. Also see Table 29 for trade-wise employment rates of trainees in labor force.

Course Duration (months)	Unemployed (%)	Employed (%)	N
2	31	69	29
3	32.73	67.27	721
4	30	70	30
6	35.85	64.15	106
12	36.07	63.93	61
Total	33.16	66.84	947

Table 12: Course duration-wise employment rates (Trainees in labor force)

Since the tracer survey was conducted at the same time for all types of courses, it is possible that employment rates may differ with course duration, if the time interval after course completion is equalized. To ascertain this, the employment results were tabulated against course durations and are presented in the figure below.



Again, the data does not support the assertion that employment prospects improve with course duration. If this were so, the six months courses (for which we have sufficient observations in the sample), would consistently show a higher employment rate. Since, such a relationship is not revealed, employability in our sample, is perhaps explained by factors other than duration.

Figure 6: Employment rates by course duration and time elapsed since duration

iv. Employment rates by type of work

The International Labour Organisation classifies labour market status on the basis of the type of contract held for a job. The two main categories of employment are paid employment jobs and self-employment jobs. The former type is further sub-divided into wage employees and daily labourers. Self-employed workers or own account workers can typically be farmers and small business owners. In view of the importance of agriculture in the target districts, the trainees, while responding to a question about their current type of work, were given the option of selecting farming or animal husbandry.

Table 13 shows the distribution of the working trainees by type of work. Almost 39% were engaged in monthly wage-employment, another 26% were involved in family business (defined as unpaid work for family), 13% were self-employed and 10% were working as daily laborers. Almost 7% of the trainees were engaged in informal apprenticeships and just 0.3% worked as formal apprentices. Just over 5% were working as subsistence farmers and a very small percentage (0.2%) work in animal husbandry. Close to 3% of the sample respondents had completed agriculture or livestock related courses but a slightly higher percentage (5.53%) entered related professions probably de-

pecting the opportunities in the sector. The low percentage of persons engaged in formal apprenticeships simply signifies the limited apprenticeship opportunities in the region. The extent of informal apprenticeship was, by contrast, many times higher. It is to be noted that the last three categories (formal and informal apprenticeships and family business) account for a considerable proportion of overall employed trainees. Since these statuses are preparatory in nature (before gaining the status of a fully-paid employee), a significant proportion employed as such points towards the importance of experience in accessing decent jobs. The extent of paid employments (excluding unpaid work for family) was 49.53%.

Work type	Percent
Subsistence farming	5.37
Animal husbandry	0.16
Self-employment	12.48
Wage-employment	38.86
Daily labor	10.43
Formal apprenticeship	0.32
Informal apprenticeship	6.48
Family work	25.91
Total (N)	100 (633)

Table 13: Employment rates by type of work

v. Employment rates by time elapsed since completion

As mentioned above, the sample trainees had not enjoyed an equal duration of time after training. For those planning to enter the labour force, this period must have been utilized looking for a job or setting up a business. As expected, we find that the employment rate increased with ‘time elapsed since completion of the training’. Table 14 shows that the training had only a small effect on employment opportunities in the first four months after training. However, after about 6 to 9 months, the employment rate began to rise (impacting about a third of the population) and continued to improve over time (Figure 4). This suggests that functioning of the labour market can be improved by assisting trainees in their job search or by encouraging self-employment through guidance or mentoring approaches. It also suggests that in case a comparison with similar programmes or future rounds of the same scheme is warranted, the time factor must be taken into account.

Time elapsed since completion	Employed		Unemployed		Total
	%	N	%	N	
Up to 4 months	0.31	2	0.64	2	4
5 to 8 months	33.81	214	36.62	115	329
9 to 12 months	22.75	144	25.16	79	223
13 to 16 months	42.34	268	37.58	118	386
Over 16 months	0.79	5	0.00	0	5
Total	100.00	633	100.00	314	947

Table 14: Employment rates by time elapsed

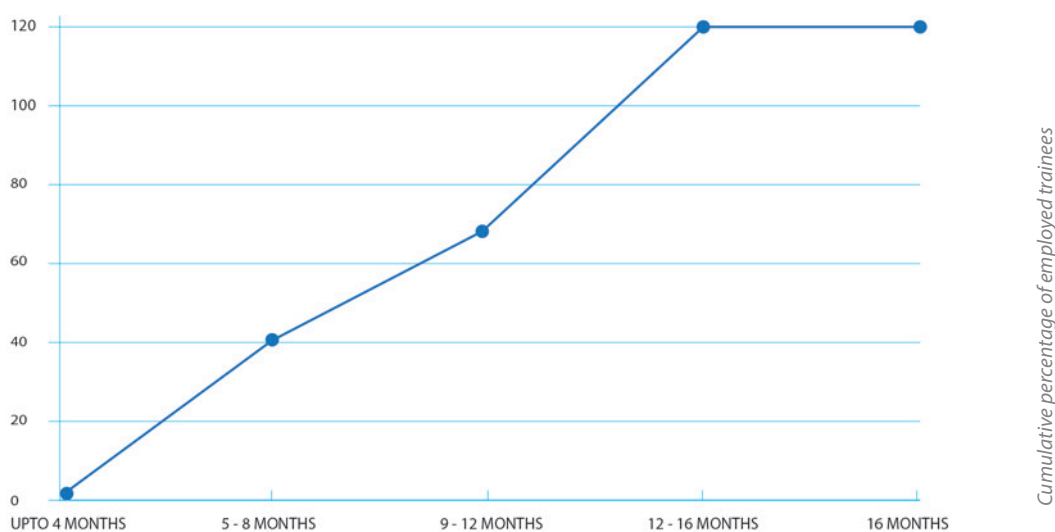


Figure 7: Employment rates by time elapsed since completion

B. Income Effects

As mentioned in Table 7, 16.53% of the graduates remember being employed for pay one month prior to training. The average income of these 248 graduates was reported to be PKR 8,823. 633 graduates were employed after training as highlighted in Table 13. Out of these 633, 469 (excluding unpaid family work) graduates reported an average income of PKR 9,255. The average post-training income increases to PKR 10,003 if we exclude apprentices since income reported by apprentices ranged between PKR 0-8000 maximum. 13.4% (201)

of the total graduates were earning above minimum wage with an average income of PKR 14,165. Table 15 summarizes the above results.

Table 16 gives a comparison of income earned pre and post-training bifurcated by those employed and unemployed. Those trainees that were previously unemployed were earning an average post-training income of PKR 10,450. The income for those previously employed witnessed a slight increase

from PKR 8,823 to PKR 8,987. 10.33% of the total graduates (previously unemployed) were earning above the minimum wage with an average salary of PKR 14,232.

	N	Income in PKR
Average pre-training income	248	8,823
Average post-training income	469	9,255
Average post-training income excluding apprentices	428	10,003
Average post-training income earning above minimum wage	201	14,165

Table 15: Income earned

1	Graduates unemployed before training	Avg. pre-training income: 0	Avg. post training income: 10,450 ¹⁰
2	Graduates employed before training	Avg. pre-training income: 8,823	Avg. post training income: 8,987 ¹⁰
3	Percentage of graduates (previously unemployed) earning above the minimum wage: 10.33% Average salary: 14,232		
4	Percentage of graduates (previously employed) earning above the minimum wage: 3.07% Average salary: 13,939		

Table 16: Comparison of income earned pre and post-training bifurcated by those employed and unemployed

C. Transition to Work

The survey dedicated a few questions on transition to work. The trainees were asked about the motivation to train in the first place, how they were able to find work and retrospectively, which factors supported employment the most.

Table 17 shows that most trainees enrolled in the PSDF-funded training course for seeking better employment opportunities in the future: 60% of the trainees cited finding employment as the main reason for enrolling in the SFJ training courses while another 4% had wanted to start their own business. Almost one-fourth of the trainees (22%) reported self-development and the chance to enhance their skills as the reason behind enrolling in the course whereas another 10% enrolled simply to pass their free time. A better selection process could possibly reduce the percentage of free riders (those who undertake training to spend their free time). A low percentage reported stipend as the main motivating factor to join training, however, this may be under-reported by trainees themselves.

Why enroll?	Percent
To get employment	59.27
Start my own business	4.40
Self-development including enhancing own skills	22.40
To accompany my friend	1.47
To get stipend	0.73
Spend free time	10.53
Other (specify)	1.20
Total	1,500

Table 17: Reason for enrolling in course

The survey then explored how the transition to a job was made and whether an intermediary was used for accessing a job. It was found that excluding the trainees who were in subsistence farming or were self-employed, 81% of the employed trainees found work through a relative or a close friend (Table 18). Job placement was, therefore, found to be highly dependent on personal networks, confirming earlier findings of an Employers' Survey conducted for PSDF in the region. The role of newspaper advertisements was found to be fairly limited in the job search process – only 6% found a job by responding to an advertisement.

The role of personal networks was also prevalent in establishing small businesses of their own. Out of the trainees who were self-employed, almost 80% reported financial and moral support of personal networks as the foundation to begin their businesses (Table 19).

How work was found	Percent
Through a relative	34.99
Through a friend	46.01
Through a contractor	4.96
Through employment agency	0.83
Through advertisement	6.06
Formal apprenticeship	0.28
Informal apprenticeship	4.41
Other(specify)	2.48
Total (N)	363

Table 18: How work was found

10. Excludes income reported by trainees working as apprentices

Trainees were also asked to state the most important factor that helps improve employment prospects. Table 20 shows that a third of trainees believed that having more skills was the most important factor in finding new employment, followed by having finance, education and experience respectively (this question was not asked in relation to the trainees themselves but was meant to elicit their general impression). This clearly bodes well for vocational skills training programs such as PSDF’s SFJ scheme which aims to augment the human capital of this population by enhancing their skills. Trainees subscribe to the perception that skills are helpful in improving employment prospects. At the same time, they seem to be aware of the importance of general education for employability.

How did you begin this business?	Percent
Through a relative	70.89
Through a friend	8.86
Through employment agency	18.99
Other(specify)	1.27
Total (N)	79

Table 19: If self-employed, how did you begin this business?

Most important factor	Percent
More skills	33.73
More finance	21.67
Access to market and network	4.07
More education	20.13
More experience	19.60
Other (specify)	0.80
Total (N)	1500

Table 20: Most important factor in employment generation

COURSE FEEDBACK AND USEFULNESS OF TRAINING

The SFJ training scheme was well received by almost four-fifths of the trainees stating that it was beneficial in some way (Table 21).

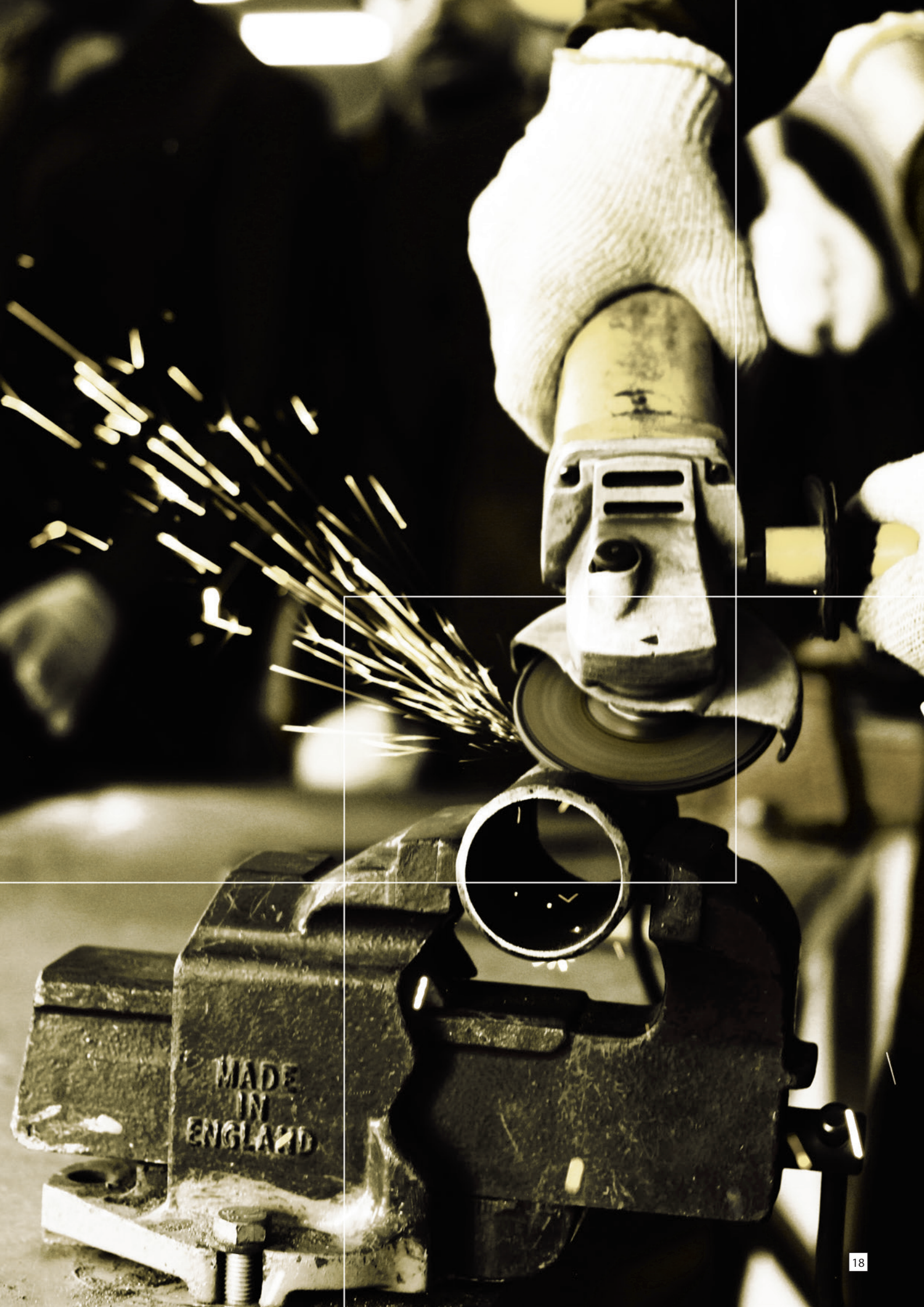
Was training beneficial?	Percent
Yes	78.33
No	21.67
Total (N)	1500

Table 21: Benefit of training

Table 22 shows that 93% trainees rated the SFJ training from “useful” to “most useful” in terms of learning the skills. 87% rated the training in the same category from the perspective of offering networking opportunities. 94% and 84% respectively rated the training from useful to most useful for acquiring self-confidence and for accessing new job opportunities. This shows that there is room for improving the labor market connectivity of trainees by providing networking opportunities and job search assistance.

Rating	Learn skills	Networking	Self-confidence	New employment opportunities
Least useful	1.80	1.33	0.93	4.67
Less useful	5.47	11.20	5.47	11.67
Useful	23.67	20.13	22.87	28.33
Quite useful	24.80	37.40	36.07	28.73
Most useful	44.27	29.93	34.67	26.60
Total (N)	1500	1500	1500	1500

Table 22: Usefulness ratings



Overall, 78% of the trainees had stated that training was beneficial in some way. However, the number increases when different aspects of training were enquired in terms of usefulness as shown in Table 22. The difference is primarily because trainees tend to consider 'new employment opportunities' the most important aspect in pursuing the training. Table 17 also supports this case as 60% of the trainees stated that finding employment was the main reason to enroll in SFJ course.

PSDF's baseline report indicates limited access to training opportunities in Southern Punjab. This means that that most individuals of a mature age had never before availed training during their lifetime. Consistent with this earlier finding, the

Recommend course to others	Percent
Yes	93.47
No	6.53
Total (N)	1500

Table 24: Will you recommend the course to others

Work location	Percent
Within the same district	64.61
Different district but within Punjab province	28.78
Different Province	5.97
Different country	0.64
Total (N)	469

Table 25: Work location

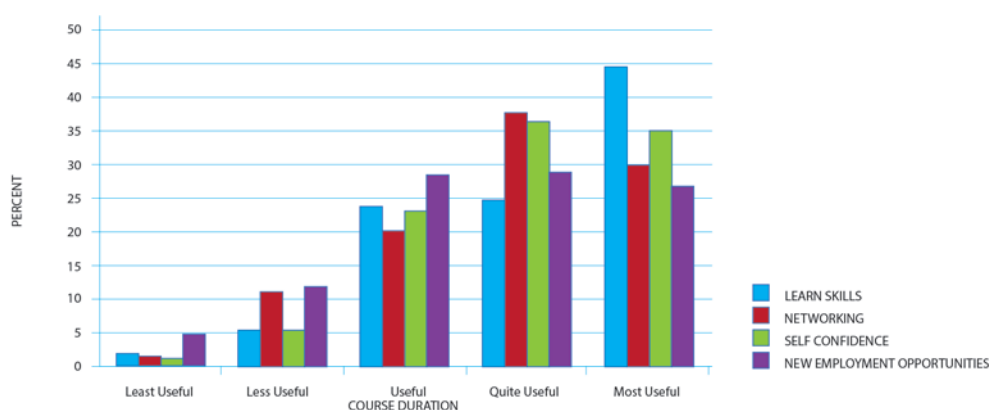


Figure 8: Usefulness ratings

Have attended previously	Percent
Yes	5.40
No	94.60
If No, reason for not attending training before:	
Lack of information	49.82
Lack of appropriate training center	5.78
Lack of stipend	0.49
Limited training course choice	3.10
Student	39.18
Other (specify)	1.62
Total (N)	1500

Table 23: Previous participation in vocational training and reasons

tracer survey reported that 95% of SFJ trainees had received vocational training for the first time. Amongst the factors impeding access, limited mobility (or distance) was thought to be less of an issue as compared to availability of information. Table 23 shows the main reasons for not having attended such trainings previously. Lack of information was cited by almost half the population as the main cause.

An over whelming majority approved of the course and conveyed their willingness to recommend the courses they undertook in SFJ to others (Table 24).

LABOUR MOBILITY

An earlier Household Survey conducted by CERP revealed that almost 80% of infra marginals¹¹ wanted to work within their own district. However, the tracer of the SFJ trainees shows that a slightly higher percentage is actually working outside of their home districts: almost two-thirds of the trainees were found to be working in the district of their residence while twenty-nine percent worked in other districts within the Punjab province (Table 25).

Improved labour mobility can be desirable from the perspective of exposure to new networks, diffusion of knowledge and for boosting self-confidence. We would therefore, stop short of suggesting that any future PSDF schemes for this target population should focus on skills that can help trainees earn a livelihood closer to their homes. The reported results from the survey could also be an indication of the fact that labor opportunities are limited within the pilot districts and people are willing to move to other areas within the province to find better employment opportunities.

19 11. Male or Female Household members nominated by the household head for vocational training

TRAINEE SATISFACTION WITH PROVIDER SERVICES

Trainees were also asked to provide some feedback on how satisfied they were with the course set-up and arrangements (Table 25). An overwhelming majority of trainees (97%) reported that they were satisfied with the class environment and with the trainer's behavior and ability. 95% of the trainees also reported to be satisfied with the training service providers. However, with respect to the course duration, 61% sixty-one percent of trainees reported to be satisfied. Future tracer studies should add probing questions on this aspect to find out whether a shorter duration is preferable to longer duration courses or vice versa. It may, however, be indicated that course durations are set by national and provincial curriculum development bodies according to required competencies.

Accommodation was provided to 1025 trainees who needed it – 68% of the sample trainees. Amongst those who were provided housing, eighty-one percent 81% reported that they were satisfied with the arrangements. Refreshments in the form of food and drinks were also provided to 981 trainees, out of which 63% reported these to be satisfied. This is another area that can be improved after an objective and thorough assessment.

Trainees reported no major problem with the manner in which the admission process was conducted. 94% of trainees stated that they had no difficulty or problem with the process (Table 26). A small percentage (3%) complained about the conduct of the TSP staff.

Satisfied	Class environment	Course trainer	Course duration	Training Service Provider
Yes	96.73	96.73	61.33	95.40
No	3.27	3.27	38.67	4.60
Total (N)	1500	1500	1500	1500

Table 26: Satisfaction ratings

Main difficulty in admission	Percent
None	94.13
Lack of proper information	1.13
Admission process was difficult	0.33
Application form was rejected initially	0.27
Interference in admission	0.80
Improper conduct by staff of TSP	2.93
Payment of fees/ bribe was required	0.27
Lack of proper information with relevant personnel	0.07
Other (specify)	0.07
Total (N)	1500

Table 27: Main difficulties in admission process

CONCLUSION

The results of this tracer study reveal that the training scheme has been generally well-received by the beneficiaries and has had positive impact on labor market outcomes. Prior to the training, 96% of those in the labor force reported to be unemployed, but after completion of training under PSDF's SFJ scheme, two-thirds were engaged in income generation activities.

It is recommended that labor market outcomes may be further improved by assisting trainees in their job search and self-employment endeavours. Appropriate systems and processes need to be instituted in order to develop links between trainees and employers. To facilitate trainees' prospects for self-employment, they should have better access to microfinance and business development services. The tracer indicates that participation in the SFJ training scheme has improved labour mobility. In light of this, it is recommended that PSDF expand its trades' offering on the basis of national and international requirements.

Moreover, the study underscores the need for improving the labour force participation rate and supports the case for lowering educational entry requirements for vocational courses. Evidentially, it also builds the case for encouraging individuals educated up to the middle level to enroll in vocational courses because this cohort of trainees exhibits a relatively higher labour force participation rate.

APPENDIX A: QUESTIONNAIRE

Script: Assalam-o-alaikum, I am here today on behalf of the Government of Punjab and the Punjab Skills Development Fund (PSDF). PSDF is carrying out a survey to find out about the status of its trainees. This survey has a few short questions and will take less than 10 minutes to complete. All responses will be kept confidential. With your permission, may I proceed further? [If response is yes, please proceed to the questions below].

Section 0: Basic information

Qs. #	Question	Response	Instructions/Code
1	Name		Pre-filled
2	Age		Pre-filled
3	Trainee ID		Pre-filled
	Residential address of trainee:		Pre-filled
	A. District		Pre-filled
	B. Tehsil		Pre-filled
	C. Complete address		Open ended.
	D. Region type		1=Urban, 2=Rural
4	I. Mobile phone #1		Pre-filled
	II. Mobile phone #2		Pre-filled
5	TSP name		Pre-filled
6	PSDF's scheme name		Pre-filled
7	Course / trade name		Pre-filled
8	Trade group		Pre-filled
9	Course duration		Pre-filled
10	Course start month and Year		Pre-filled
11	Course end month and Year		Pre-filled
12	What is your education?		1=Illiterate , 2=Primary, 3=Middle, 4=Matric, 5=Intermediate ,6=Graduate, 7=Masters
13	Interview status		Enumerator Note: Fill this after interview is completed 1=Visited trainee and completed survey, 2=Telephoned trainee and completed the survey, 3=Completed survey from other household member, 4=Refused survey, 5=Household had shifted, 6=Other (specify)

Section 1: Trainee identification

Qs. #	Question	Response	Instructions/Code
1	Enumerator: Did you meet the trainee who completed the course?		1=Yes → Section 2, 2=No
2	If response to Q1 is "2=No", then what was the reason for not meeting the trainee?		1=Trainee works in other tehsil, 2=Trainee works in other district, 3=Trainee works abroad, 4=Too ill to respond to the survey, 5=Other (specify)
<p>Enumerator Note: If response to Q2 is 1 or 2, that is, trainee is not present in the village, ask the household for the trainee's mobile number and complete the survey from the trainee in the presence of the household member. If trainee does not have a mobile number, then complete the survey from the household head. Please be mindful to record the response with reference to the trainee, NOT with reference to the survey's respondent.</p>			
	A. Trainee's Mobile Number #3		
3	Name of household member		
4	Relationship to trainee		1=Parent, 2=Spouse, 3=Sibling, 4=Other (specify)

Section 2: Trainee feedback

Qs. #	Question	Response	Instructions/Code
1	Are you currently pursuing formal education?		1=Yes, 2=No→Q5
2	If response to Q1 is "1=Yes", which certificate / degree are you pursuing?		1=Matric, 2=Intermediate ,3=Graduate, 4=Masters, 5=Other (specify)
3	When will this certificate / degree be completed?		Record year of completion
4	What are your plans after completing your education?		Open ended. Enumerator Note: Go to Q10 after asking this question
5	In the past year, did you do any work which resulted in income for you or your family? (This can include self-employment, agricultural labor, animal husbandry, wage-employment, etc.)		1= Subsistence farming, 2=Animal husbandry, 3=Self-employment, 4=Wage-employment, 5=Daily labor, 6=Formal apprenticeship, 7=Informal apprenticeship, 8=Did not work, 9=Household work
6	Are you currently doing any such work?		1=Yes, 2=No Q10
7	Type of work?		1= Subsistence farming, 2=Animal husbandry, 3=Self-employment, 4=Wage-employment, 5=Daily labor, 6=Formal apprenticeship, 7=Informal apprenticeship, 8=Household work
8	A. What is your current monthly income?		In the case of in-kind income, record the nearest estimated value in rupees.
	B. Where do you work?		1=Within the same district, 2=Different district but within Punjab province, 3= Different Province, 4=Different country
9	How did you find this work?		0=Self-employed, 1=Through a relative, 2=Through a friend, 3=Through a contractor, 4=Through employment agency, 5=Through advertisement, 6=Formal apprenticeship, 7=Informal apprenticeship, 8=Other(specify)
	A. How did you begin this business?		0=Does a job (not self-employed), 1=Through a relative, 2=Through a friend, 3=Through a contractor, 4=Through employment agency, 5=Through advertisement, 6=Formal apprenticeship, 7=Informal apprenticeship, 8=Other(specify)
10	Did you benefit in any way from the training course?		1=Yes, 2=No
11	In your opinion, how useful was the training in:		Record response on a scale of 1 to 5, 1 means least useful and 5 means most useful
	A. Learning the skill		
	B. Networking and meeting new people		
	C. Improving self-confidence		
	D. Discovering new employment opportunities		
12	Are you currently looking for work?		1=Yes Q14, 2=No, 3=Already working Q14
13	If response to Q15 is "2=No", why are you not looking for work?		1=Lack of opportunities, 2=Work compensation is not adequate, 3=Illness, 4=Don't need to work, 5=Other(specify)
14	Were you working for pay one month before the training course?		1=Yes, 2=No → Q17

Qs. #	Question	Response	Instructions/Code
15	What was your monthly total income from this work?		1=Yes, 2=No → Q17
16	How many hours did you work in a typical week?		Record in hours
17	Why haven't you attended any other vocational skills training prior to this course?		0=Have attended previously, 1=Lack of information, 2=Lack of appropriate training center, 3=Lack of stipend, 4=Limited training course choice, 5=Student, 6=Other(specify)
18	Why did you enroll in this course?		1=To get employment , 2=Start my own business, 3=Self-development including enhancing own skills, 4=To accompany my friend, 5=To get stipend, 6=Spend free time, 7=Other (specify)
19	During the course, were you satisfied with the following:		1=Yes, 2=No, 3= Not applicable
	A. Class environment (cleanliness, provision of electricity and furniture)		
	B. Trainer's behavior and ability / qualification		
	C. Accommodation (if provided by TSP)		
	D. Food and drinks		
20	Were you satisfied with the duration of the course?		1=Yes, 2=No
21	What was the main difficulty you faced in the admission process?		0=None, 1=Lack of proper information, 2=Admission process was difficult, 3=Application form was rejected initially, 4=Interference in admission, 5=Improper conduct by staff of training service provider, 6=Payment of fees/ bribe was required, 7=Lack of proper information with relevant personnel, 8=Other(specify)
22	How satisfied were you with the training service provider?		1=Very satisfied, 2=Satisfied, 3=Not satisfied
23	Which of the following is most beneficial for improving employment opportunities?		1=More skills, 2=More finance, 3=Access to market and network, 4=More education, 5=More experience, 6=Other (specify)
24	Would you recommend PSDF-funded training to your friends or relatives?		1=Yes, 2=No
25	Would you like to give another mobile number for future use?		Record -88 if no new mobile number is shared

APPENDIX B: QUESTIONNAIRE (URDU VERSION)

Tracer Questionnaire PSDF (For Trainees Only)

سکرپٹ: السلام علیکم:- میں آج یہاں پر حکومت پنجاب اور پنجاب سکڑڈیولپمنٹ فنڈ (PSDF) کی جانب سے آیا ہوں۔ PSDF ایک سروے کر رہا ہے جس کا مقصد اپنے ٹریننگ لینے والے افراد کا درجہ/سٹیٹس معلوم کرنا ہے۔ اس سروے میں چند مختصر سوالات ہیں اور ان کو مکمل کرنے میں تقریباً 10 منٹ لگیں گے۔ آپ کے تمام جوابات کو خفیہ رکھا جائیگا۔ آپ کی اجازت سے کیا میں آگے بڑھ سکتا ہوں؟ نوٹ برائے شمار کنندہ: اگر جواب "ہاں" میں ہو تو درج ذیل سوالات پوچھیں۔

سیکشن 0: بنیادی معلومات

نمبر شمار	سوالات	جوابات	کوڈز / ہدایات
1	نام		دینے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
2	عمر		دینے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
3	ٹرنی ID		
3A	ضلع		دینے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
3B	تحصیل		دینے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
3C	مکمل ایڈریس		دینے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
3D	یہ علاقہ شہری ہے یا دیہاتی		1- شہری 2- دیہاتی
4	موبائل نمبر		دینے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
5	ٹریننگ فراہم کرنے والے ادارے کا نام		دینے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
6	PSDF کی سکیم کا نام		دینے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
7	کورس / ٹریڈ کا نام		دینے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
8	ٹریڈ گروپ		دینے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
9	کورس کا دورانیہ		دینے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
10	کورس شروع ہونے کا مہینہ اور سال	مہینہ سال	دینے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
11	کورس ختم ہونے کا مہینہ اور سال	مہینہ سال	دینے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
12	آپ کی تعلیم		1- ان پڑھ 2- جماعت 1 تا پرائمری 3- پرائمری تا مڈل 4- مڈل تا میٹرک 5- انٹرمیڈیٹ 6- گریجویٹ 7- ماسٹرز
13	انٹرویو کا نتیجہ (نوٹ برائے شمار کنندہ: یہ سوال انٹرویو مکمل ہونے کے بعد پر کریں)		1- سوالنامہ ٹرنی سے مل کر مکمل ہوا 2- سوالنامہ ٹرنی سے فون کال پر مکمل ہوا 3- سوالنامہ ٹرنی کے گھرانے کے فرد سے پوچھ کر مکمل ہوا 4- انٹرویو دینے سے انکار کر دیا 5- گھرانہ دوسری جگہ شفٹ ہو گیا 6- دیگر (وضاحت)

سیکشن 1: جوابدہندہ کی نشاندہی

نمبر شمار	سوالات	جوابات	کوڈز / ہدایات
1	کیا آپ کی ملاقات ٹریننگ حاصل کرنے والے فرد سے ہوئی ہے		1- ہاں (سیکشن 2 پر جائیں) 2- نہیں
2	ملاقات نہ ہونے کی وجہ		1- ٹرینی کسی دوسرے ضلع میں کام کرتا ہے 2- ٹرینی کسی دوسرے صوبے میں کام کرتا ہے 3- ٹرینی ملک سے باہر کام کرتا ہے 4- اتنا پیار ہے کہ جواب نہیں دے سکتا 5- دیگر (وضاحت)

نوٹ برائے شمار کنندہ: ٹرینی کے شہر / گاؤں سے باہر ہونے کی وجہ سے ٹرینی سے ملاقات نہ ہونے کی صورت میں گھرانے کے فرد سے ٹرینی کا موبائل نمبر لے کر اس فرد کی موجودگی میں کال کر کے یہ سوال نامہ ٹرینی سے مکمل کریں۔ اگر ٹرینی کے پاس موبائل نہیں ہے تو اس صورت میں یہ سوال نامہ گھرانے کے سربراہ فرد سے پوچھ کر مکمل کریں۔ اس بات کا دھیان رہے کہ سوالات کے جوابات ٹرینی کے حوالے سے پوچھنے ہیں جو اب ہندہ کے حوالے سے نہیں پوچھنے

2A	ٹرینی کا موبائل نمبر		
3	گھرانے کے فرد کا نام جس سے ملاقات ہوئی نام		
4	گھرانے کے فرد کا ٹرینی سے رشتہ		1- والد / والدہ 2- بیوی 3- بھائی / بہن 4- دیگر (وضاحت)

سیکشن 2: ٹرینی کی رائے

نمبر شمار	سوالات	جوابات	کوڈز / ہدایات
1	کیا آپ آج کل تعلیم حاصل کر رہے ہیں		1- ہاں 2- نہیں (سوال نمبر 5 پوچھیں)
2	اگر طالب علم ہیں تو کس سرٹیفکیٹ / ڈگری کیلئے تعلیم حاصل کر رہے ہیں		1- میٹرک 2- انٹرمیڈیٹ 3- گریجویٹ 4- ماسٹرز 5- دیگر (وضاحت)
3	یہ سرٹیفکیٹ / ڈگری کی تعلیم کب مکمل ہوگی		مکمل ہونے کا سال نوٹ کریں
4	تعلیم مکمل کرنے کے بعد آپ کیا کرنا چاہیں گے		نوٹ برائے شمار کنندہ: جواب تفصیل سے لکھیں۔ یہ سوال پوچھنے کے بعد سوال نمبر 10 پوچھیں
5	گزشتہ ایک سال کے دوران کیا آپ نے کوئی کام کیا جس سے آپ یا آپ کے گھرانے کو آمدنی وصول ہوئی ہو۔ (خاندانی کاروبار / کھیتوں میں کام / ذاتی جانوروں کی دیکھ بھال / ملازمت وغیرہ)		1- ذاتی کھیتی باڑی 2- ذاتی جانوروں کی دیکھ بھال 3- ذاتی کاروبار 4- ماہانہ ملازمت (خواہ کسی بھی شعبے میں ہو) 5- دیہاڑی دار ملازمت (خواہ کسی بھی شعبے میں ہو) 6- رسمی اپرنٹس شپ 7- غیر رسمی اپرنٹس شپ (کسی کی شاگردی میں کام سیکھنا) 8- کوئی کام نہیں کیا 9- گھرانے کے کاروبار میں مدد

نمبر شمار	سوالات	جوابات	کوڈز / ہدایات
6	کیا آپ آج کل کوئی ایسا کام کر رہے ہیں		1- ہاں 2- نہیں (سوال نمبر 10 پوچھیں)
7	آپ کس قسم کا کام کر رہے ہیں		1- ذاتی کھیتی باڑی 2- ذاتی جانوروں کی دیکھ بھال 3- ذاتی کاروبار 4- ماہانہ ملازمت (خواہ کسی بھی شعبے میں ہو) 5- دیہاڑی دار ملازمت (خواہ کسی بھی شعبے میں ہو) 6- رسمی اپرنٹس شپ 7- غیر رسمی اپرنٹس شپ (کسی کی شاگردی میں کام سیکھنا) 8- گھرانے کے کاروبار میں مدد (سوال نمبر 10 پوچھیں)
8	آپ کی موجودہ ماہانہ آمدنی کتنی ہے		(جنس کی صورت میں ملنے والی آمدنی کی مالیت رقم کی صورت میں لکھیں)
8A	آپ ایک عام ہفتے میں کتنے گھنٹے کام کرتے ہیں		
8B	آپ کس جگہ کام کرتے ہیں		1- ٹرینی اسی ضلع میں کام کرتا ہے 2- ٹرینی کسی دوسرے ضلع میں کام کرتا ہے 3- ٹرینی کسی دوسرے صوبہ میں کام کرتا ہے 4- ٹرینی ملک سے باہر کام کرتا ہے
9	آپ نے ملازمت کیسے ڈھونڈی/شروع کی		0- ذاتی کاروبار کرتے ہیں 1- اپنے خاندان/رشتہ دار کے فرد کی مدد سے 2- دوست کی مدد سے 3- کنفریکٹر/ ٹھیکیدار کی مدد سے 4- روزگار ایجنسی سے 5- نوکری کا اشتہار دیکھ کر درخواست دینا 6- رسمی اپرنٹس شپ 7- غیر رسمی اپرنٹس شپ (کسی کی شاگردی میں کام سیکھنا) 8- دیگر (وضاحت)
9A	آپ نے کاروبار کیسے شروع کیا		0- ملازمت کرتے ہیں 1- اپنے خاندان/رشتہ دار کے فرد کی مدد سے 2- دوست کی مدد سے 3- کنفریکٹر/ ٹھیکیدار کی مدد سے 4- خود سے بزنس کا شروع کرنا/ تجارت کا شروع کرنا 5- روزگار ایجنسی سے 6- رسمی اپرنٹس شپ 7- غیر رسمی اپرنٹس شپ (کسی کی شاگردی میں کام سیکھنا) 8- دیگر (وضاحت)
10	کیا آپ کو مجموعی طور پر ٹریننگ حاصل کرنے کا فائدہ ہوا		1- ہاں 2- نہیں
11	آپ کی رائے میں یہ ٹریننگ کن عوامل کے حوالے سے فائدہ مند تھی	A. مہارتیں سیکھنے کے حوالے سے B. نئے لوگوں سے ملنے کے حوالے سے C. خود اعتمادی میں اضافے کے حوالے سے D. نئے پیشہ ورانہ مواقع جاننے کے حوالے سے	جواب 1 سے 5 کے پیمانے پر دیں جہاں 1 کا مطلب سب سے کم اور 5 کا مطلب سب سے زیادہ ہوگا

نمبر شمار	سوالات	جوابات	کوڈز / ہدایات
12	کیا آپ آج کل روزگار کی تلاش کر رہے ہیں		1- ہاں (سوال نمبر 14 پوچھیں) 2- نہیں 3- موجودہ طور پر کام کر رہے ہیں (سوال نمبر 14 پوچھیں)
13	روزگار کی تلاش کیوں نہیں کر رہے		1- روزگار کے مواقع بہت کم ہیں 2- اجرت خواہش کے مطابق نہیں 3- صحت کی خرابی کی وجہ سے 4- ضرورت نہیں ہے 5- دیگر (وضاحت)۔
14	کیا آپ ٹریننگ حاصل کرنے سے ایک مہینہ پہلے اجرت پر کام کرتے تھے		1- ہاں 2- نہیں (سوال نمبر 17 پوچھیں)
15	اگر ہاں تو آپ کی اس مہینے فی ہفتہ اوسط آمدنی کتنی تھی		(جنس کی صورت میں ملنے والی آمدنی کی مالیت رقم کی صورت میں لکھیں)
16	آپ ایک عام ہفتے میں کتنے گھنٹے کام کرتے تھے		
17	آپ نے اس ٹریننگ کورس سے پہلے کبھی کوئی پیشہ ورانہ ٹریننگ کورس کیوں حاصل نہیں کیا		0- اس سے پہلے بھی ٹریننگ کورس کر چکے ہیں 1- معلومات کی کمی کی وجہ سے 2- ٹریننگ اداروں کی عدم موجودگی کی وجہ سے 3- وظیفہ نہ ملنے کی وجہ سے 4- محدود ٹریننگ کورسز کی وجہ سے 5- تعلیم حاصل کر رہے تھے 6- دیگر (وضاحت)
18	ٹریننگ میں داخلہ لینے کی کیا وجہ تھی		1- ملازمت کے حصول کیلئے 2- اپنا ذاتی کاروبار شروع کرنے کیلئے 3- شخصی تعمیر بشمول ذاتی مہارتوں کو بڑھانے کیلئے 4- اپنے دوست کے ساتھ 5- وظیفہ کے حصول کیلئے 6- فارغ وقت کو فائدہ مند بنانے کیلئے 7- دیگر (وضاحت)
19	کیا آپ ٹریننگ کے دوران سامنے دی گئی سہولیات سے مطمئن تھے	A. کلاس روم کا ماحول (صفائی، بجلی کا انتظام اور فرنیچر) B. ٹرینرز کا رویہ اور قابلیت C. رہائش (اگر TSP نے مہیا کی) D. کھانا پینا	1- ہاں 2- نہیں 3- لاگو نہیں ہوتا
20	کیا آپ ٹریننگ کورس کے دوران اپنے سے مطمئن تھے		1- ہاں 2- نہیں
21	آپ کو ٹریننگ میں داخلے کے دوران کس قسم کی مشکلات کا سامنا کرنا پڑا		0- کوئی مشکل پیش نہیں آئی 1- داخلے کے بارے میں غلط معلومات/معلومات کی عدم دستیابی 2- داخلے کا طریقہ کار مشکل تھا 3- داخلے کی درخواست ابتدائی طور پر مسترد ہو گئی 4- داخلے کے کاموں میں تاخیر 5- ادارے کے ملازمین کا غیر مناسب رویہ 6- فیس/رشوت دینا پڑی 7- متعلقہ افراد کے پاس درست معلومات کا نہ ہونا 8- دیگر (وضاحت)

نمبر شمار	سوالات	جوابات	کوڈز / ہدایات
22	مجموعی طور پر آپ ٹریننگ فراہم کرنے والے ادارے سے کس قدر مطمئن تھے		1- بہت مطمئن 2- مطمئن 3- غیر مطمئن
23	روزگار کے مواقع بڑھانے کیلئے کون سا عمل سب سے زیادہ فائدہ مند ہے		1- زیادہ مہارتیں 2- زیادہ سرمایہ 3- مارکیٹ اور نیٹ ورک تک رسائی 4- زیادہ تعلیم 5- زیادہ تجربہ 5- دیگر (وضاحت)
24	کیا آپ اپنے دوست یا رشتہ داروں کو PSDF کی ٹریننگ حاصل کرنا تجویز کریں گے		1- ہاں 2- نہیں
25	کیا آپ مستقبل میں رابطے کیلئے کوئی اور موبائل نمبر دینا پسند کریں گے		اگر کوئی اور موبائل نمبر نہیں دیتے تو 88 لکھیں

APPENDIX C: EMPLOYMENT RATE TABLES

Table 28: TSP-wise employment rates (Trainees in the labor force)

TSP Name	Unemployed (%)	Employed (%)	Mean duration since course completion	N
AIML COLLEGE	23.08	76.92	11 months	13
BAHAWALPUR EDUCATION SOCIETY	33.33	66.67	11 months	12
BRITISH UNIVERSITY COLLEGE	37.50	62.50	7 months	8
CENTER FOR TRADE AND TECHNICIAN SKILLS	60.00	40.00	13 months	5
CHOLISTAN INSTITUTE OF TECHNICAL EDUCATION (CITE)	45.54	54.46	11 months	101
COMCEPT (PVT) LTD	60.00	40.00	12 months	5
DESCON ENGINEERING LIMITED (DESCON TRAINING INSTITUTE)	39.29	60.71	11 months	28
FARMERS DEVELOPMENT ORGANIZATION	25.00	75.00	12 months	4
GOVT.PAK GERMAN POLYTECHNIC INSTITUTE FOR AGRICULTURE TECHNOLOGY	6.67	93.33	12 months	16
GRACE COMPUTER CENTER	20.00	80.00	12 months	15
INITIATIVE FOR CHANGE (IFC)	41.67	58.33	11 months	36
IUB, CHOLISTAN INSTITUTE FOR DESERT STUDIES	50.00	50.00	7 months	4
IUB, DEPARTMENT OF COMPUTER SCIENCE & IT	57.14	42.86	10 months	7
IUB, DIRECTORATE OF IT	0.00	100.00	7 months	2
IUB, UNIVERSITY COLLEGE OF AGRICULTURE & ENVIRONMENTAL SCIENCES	60.00	40.00	12 months	5
IUB, UNIVERSITY COLLEGE OF ART & DESIGN	50.00	50.00	12 months	4
IUB, UNIVERSITY COLLEGE OF ENGINEERING & TECHNOLOGY	33.33	66.67	16 months	6
IUB, UNIVERSITY COLLEGE OF VETERINARY AND ANIMAL SCIENCES	17.65	82.35	10 months	17
LSWS/VETDACO	30.11	69.89	10 months	352
MILLAT COLLEGE OF COMMERCE	26.76	73.24	13 months	71
NATIONAL HIGHWAY & MOTORWAY POLICE TRAINING COLLEGE	23.64	76.36	11 months	55

TSP Name	Unemployed (%)	Employed (%)	Mean duration since course completion	N
PAKISTAN INDUSTRIAL TECHNICAL ASSISTANCE CENTER (PI-TAC)	37.50	62.50	12 months	8
PAKISTAN KNITWEAR TRAINING INSTITUTE	62.50	37.50	10 months	8
PUNJAB VOCATIONAL TRAINING COUNCIL	31.11	68.89	7 months	45
RESOURCE ACCESS (PVT) LTD	14.29	85.71	11 months	7
RISING SUN EDUCATION & WELFARE SOCIETY	0.00	100.00	-	0
SOLVE AGRI PAKISTAN (PVT.) LIMITED	100.00	0.00	12 months	2
TEVTA-INSITUTE OF BLUE POTTERY DEVELOPMENT MULTAN	0.00	100.00	13 months	1
UK POLYTECHNIC INSTITUTE	55.56	44.44	10 months	18
ZIA SIDDIQUE FOUNDATION	12.50	87.50	11 months	24
Total	33.16	66.84	11 months	947

Table 29: Trade-wise employment rates (Trainees in the labor force)

Trade	Unemployed	Employed	N
Agriculture	36.84	63.16	19
Air Conditioning & Refrigeration	10.00	90.00	10
Art & Design	40.74	59.26	27
Automobile	34.25	65.75	73
Commerce	29.23	70.77	65
Computer & IT	41.89	58.11	74
Construction	35.58	64.42	104
Construction Machinery Operator	27.69	72.31	130
Electrical	41.38	58.62	116
Electronic Media	0.00	100.00	1
Electronics	33.33	66.67	24
Garments	62.50	37.50	8
Health	100.00	0.00	2
Hospitality	60.00	40.00	5
Livestock Workers	0.00	100.00	8
Machine Tools Operator	36.00	64.00	25
Metal Work	33.33	66.67	9
Plumbing & Sanitary Installation	11.11	88.89	9
Poultry Producers	50.00	50.00	2
Services	29.81	70.19	161
Telecommunication	24.00	76.00	25
Veterinary Technician	28.57	71.43	7
Welding	26.83	73.17	41
Wood Work	0.00	100.00	2
Total	33.16	66.84	947

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