



# Sector Skills Study

Cutlery, Utensils, Hunting Equipment and  
Surgical Instruments Manufacturing



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## Executive Summary

Punjab Skills Development Fund (PSDF) has been set up as a not-for-profit company by the Government of the Punjab and the United Kingdom's (UK) Department for International Development (DFID) as part of the Punjab Economic Opportunity Programme. PSDF provides skill and vocational training opportunities to the poor and vulnerable populations of selected districts in Punjab, aiming to improve their ability to find work, progress in their current employment, or develop a new enterprise. As part of PSDF's efforts towards gathering sound labour market information, PSDF conducts sector-specific studies to identify and uncover skills needs to allow for comprehensive understanding and strategic planning. Accordingly, the focus of this study is on the skill needs of two sectors: i) cutlery, utensil and hunting equipment and ii) surgical instruments manufacturing industry of Punjab.

A mixed data collection strategy was deployed to uncover quantitative and qualitative insights and findings in regard to cutlery, utensils and hunting equipment manufacturing and surgical instrument manufacturing. This involved primary research techniques including survey of cutlery and surgical processing units (formal and informal), in-depth interviews with sector experts and training service providers and field observations. Collectively, the feedback provided valuable insight into the dynamics of the two manufacturing sectors in Punjab – its existing status, needs and future trends relative to skills.

The surgical instrument manufacturing industry has grown over the years in terms of volume and range of instruments produced, driven by the demand of healthcare and rise in global population. The United Nations Comtrade database shows that the United States, Germany, Mexico and China are amongst the leading exporters of medical instruments and equipment in terms of value. Conventional surgical instrument manufacturing, which relies heavily on labour, is primarily taking place in locations where labour is cheaper. Pakistan is amongst a key player in the global market for manufacturing conventional products, particularly, dispos-

able instruments. Surgical instruments manufacturing is being done mainly at Sialkot, where the industry produces on average over 150 million pieces a year with an estimated value of Rs. 22 billion of which around 95 % are exported<sup>2</sup>.

Globally, the cutlery and kitchen utensil manufacturing industry is at the growth stage of its life cycle. The industry is expected to continue growing steadily in the next 5-10 years. Drivers of growth include rising demand amongst consumers, increasing household disposable incomes and improved living standards around parts of the world. The cutlery industry in China and India has highly mechanized production processes, allowing them to cater for higher volume and quality. Amongst the European countries Italy is well known for its innovative designs and high quality products; accordingly, it ranks amongst the top 3 exporters globally<sup>3</sup>. In Pakistan, the cutlery, utensil and hunting equipment manufacturing cluster is primarily located in Wazirabad, Gujranwala. There are more than 800 units which are mostly small using low tech machinery and can be classified as semi mechanized; others predominantly rely on conventional methods and human resources. The local industry has around 80% share of national market and the main export market is South Africa followed by Middle East and Sri Lanka<sup>4</sup>.

A key feature Pakistan's surgical instrument and cutlery manufacturing sector was and continues to be the skilled manpower which the industry possesses. Experts in the sector and employers which have been established for more than 20 years were quick to point out that the "usta-ad-shagird" model of informal apprentice training was the primary and successful method for transferring skills to the new workforce. However, with child labour regarded as a key violation of human rights, the International Labour Organization (ILO) pushed for abandoning the usta-ad-shagird model which utilizes young children. This has considerably affected skills transfer and new workforce development in the sector since the early 2000s. Workers in both sectors generally comprise men; moreover, it is marked by low or no education amongst these workers. Where more technical skills are needed, there is some level of informal training which has been acquired.

As part of this survey sample, a total of 283 surgical instrument manufacturing units were visited. These were split amongst formal and informal units, based on their registration status. The informal sector is mainly characterized by as being very small, in terms of number of personnel employed (between 1 and 9). A key finding was that although there is more machinery used in formal units, there is also a need for more personnel to handle/operate this machinery and manage additional tasks at these units. The industry in Sialkot has been around for quite some time, and thus, it is not surprising to observe that around half (45%) of all formal units have been operational for more than 25 years. Based on sector experts' feedback, the overall manufacturing process was categorized into eight broad steps. This includes i) die making; ii) forging; iii) machining; iv) rough shaping & in process inspection; v) heat treatment & material testing; vi) riveting; vii) polishing & final assembly and; viii) cleaning, marking and packaging.

<sup>2</sup>United Nations Conference on Trade and Development (UNCTAD), 2014; Surgical Instruments Manufacturers Association of Pakistan (SIMAP); Trade Development Authority of Pakistan

<sup>3</sup>UNCTAD, UNIDO (2006) Diagnostic Study Cutlery Cluster Wazirabad – Pakistan, UNIDO

<sup>4</sup>Pakistan Cutlery and Stainless Utensils Manufacturers & Exporters Association

<sup>1</sup>Referred to as cutlery manufacturing in the remaining study.



In the surgical instrument manufacturing sector, a large proportion of formal unit is engaged in the middle to end stages of product manufacturing, namely in polishing and design and in cleaning, packaging and marking. A smaller proportion is engaged in mid-tier processes such as rough shaping and pre-inspection (26%) and milling and machining (25%). Informal firms are engaged mainly in the early to middle stages of the manufacturing process, including rough shaping and pre-inspection setting (28%), milling and machining (20%) and forging and shaping (19%). Basic surgical instruments such as scissors, dissecting/ dressing and tissue forceps, scalpels, knives and scalpel handles area amongst the leading types of products produced by both formal and informal units in Sialkot.

On the other hand, 130 units which manufacture cutlery, utensils and hunting equipment manufacturing were visited. The hub of this sector (and with no other secondary clusters) is Wazirabad, in Gujranwala District. There is a large proportion (89%) of very small units where 1 to 9 workers are employed. The number of years for which units had been operational varied considerably for both formal and informal units. Cutlery, utensils and hunting equipment manufacturing consists of 4 stages in its value chain. This includes i) metal forming; ii) surface treatment; iii) handle-making; and iv) assembly & packaging.

In the cutlery sector, the most common activities amongst formal and informal units included polishing, shearing and bending. Die-making is also an activity which only a few firms carry out in the sector in general. The most commonly manufactured product category was domestic cutlery such as knives, forks spoons etc. Around 46% of formal and 46% of informal units were involved in its production. This was followed by metal household articles, flatware, plates, and saucers etc. category, items which 32% of the formal units and 18% of informal units were mainly manufacturing.

Skills mapping was an important activity which took place during the survey exercise. The aim was to identify the diverse occupations associated with the manufacturing components in both sectors and determine the major skills required for each occupation. Key occupations, and their associated skills, currently in need are listed below.

Surgical Instrument Manufacturing	Cutlery Manufacturing
<ul style="list-style-type: none"><li>Filers, grinders and polishers.</li><li>die-makers and draftsmen (with expertise in AutoCAD)</li><li>machinists and CNC machinists</li></ul>	<ul style="list-style-type: none"><li>grinders and polishers</li><li>machinists (lathe and milling)</li><li>die-makers</li><li>pressman/operator</li></ul>

Determining current or future employment demand in the surgical instrument and cutlery manufacturing sectors was done by obtaining estimates from multiple stakeholders. Projections for each sector are provided below.

Period	Additional Demand Surgical Instrument	Additional Demand Cutlery
Current additional employment demand	47,800	3,400

Period	Additional Demand Surgical Instrument	Additional Demand Cutlery
Additional employment demand in 5 years	33,000	2,500
Additional employment demand in 10 Years	71,000	5,500

Amongst surgical instrument manufacturing units, around 30% of workers in the formal sector stated that they required more training to improve their performance, while 24% of informal workers reported the same. Similarly, around one-third of workers employed in both the formal and informal cutlery processing sectors felt that they needed more training to upgrade their skills. Training service providers (TSPs) or any other external party to help train staff was rarely used by employers in surgical instrument manufacturing or cutlery manufacturing sectors.

Twelve (12) TSPs were visited as part of this study, which focused on provision of courses related to surgical instrument and cutlery manufacturing sectors. In general, although there were examples of a few sector specific courses amongst TSPs related to surgical instrument manufacturing, this was not the case amongst those related to the cutlery sector.

Feedback gathered confirms the considerable growth potential of both these sectors, especially surgical instrument manufacturing. The surgical instrument manufacturing sector of Pakistan is globally renowned, with increased exporting trends in the past as well as expectations. Moreover, the cutlery and utensil sector is also expected to further mature in the immediate future. With the existing skilled workforce, together with the large potential of human resource which can be trained, both sectors can further solidify their stance in global exports. Due to its relatively long history in Pakistan and nature of products, the surgical instrument manufacturing sector has been able to implement technology in a number of its value chain components. Nevertheless, there is room for further mechanization, which can only take place with enhanced capacity building of the workers. The cutlery manufacturing sector lags behind the former in regard to technology utilization; it also lags behind other exporting nations. Thus, in order to facilitate growth in this sector, there is need to train/improve workers technical skills in order to upgrade expertise from conventional methods to modern technology. Accordingly, PSDF has strategically identified these sectors where skill development, employment and growth are feasible and needed. Sector-wise recommendations are provided below:

Surgical Instrument Manufacturing

1. Occupations / activities to focus for skill development: Polishers
- i. Grinders

ii. Fitter General (Die Maker)

iii. Machinist (specialized in the surgical instruments manufacturing)

iv. Industrial Electronics,

v. Drafts Man (AutoCAD/CAM)

vi. Inspection and Quality Control

vii. Material testing and Heat Treat

- ment,

viii. CNC machinist and

ix. Forging and Press Work.
2. Strengthening the link between industry and institutions for workforce development – partnering with SIMAP

3. Polishers – improving health conditions in surgical instrument manufacturing units

4. Institute of Surgical Technology being set up – form linkage with Tuttlingen School of Surgical Mechanics

Cutlery Manufacturing

1. Occupations / activities to focus for skill development:
- i. Polishing

ii. Grinding

iii. Assembling

iv. Press man/ operator

v. Die-Makers

vi. Machine operators
2. Strengthening the link between industry and institutions for workforce development – partnering with Cutlery Association

3. Supporting development of a customized cutlery course

4. Polishers – improving health conditions in cutlery -manufacturing units; model units





# 1

## Introduction

### 1.1 Background and Introduction<sup>5</sup>

Punjab Skills Development Fund (PSDF) has been set up as a not-for-profit company under the Companies Ordinance 1984 by the Government of the Punjab and the United Kingdom's (UK) Department for International Development (DFID) as part of the Punjab Economic Opportunity Programme. PSDF provides skill and vocational training opportunities to the poor and vulnerable populations of selected districts in Punjab, aiming to improve their ability to find work, progress in their current employment, or develop a new enterprise. Upgrading and imparting new skills in demand is a key focus area, particularly in employment-intensive industrial sectors.

As part of PSDF's efforts towards gathering sound labour market information, PSDF conducts sector-specific studies to identify and uncover skills needs to allow for comprehensive understanding and strategic planning. These studies provide in-depth quantitative and qualitative evidence related to the skills of specific sectors. More specifically, sector-specific studies aim to help identify particular skills or qualifications that PSDF may fund. Thus, the studies contribute to PSDF's objectives of raising skills levels and competencies in the province. Accordingly, the focus of this study is on two sectors: i) cutlery, utensil and hunting equipment and ii) surgical instruments manufacturing industry of Punjab.

The cutlery and surgical instruments manufacturing sectors of Pakistan have shown increasing trade promise, with exports anticipated to grow further as a result of the Generalized Scheme of Preferences - Plus (GSP+) status awarded to Pakistan by the European Union (EU). Given their labor-intensive nature and use of new technologies, there is a need to upgrade existing skills level to meet industry requirements and allow for global competitiveness. Despite automation, there is a large presence of cottage set-ups which rely exclusively on non-mechanized skills, and are outsourced much of the work from larger units. Operating in an industry with rapid technological advancements has considerable implications for how the workforce is structured in terms of skills training. This human resource structuring needs to correspond to specific requirements in technology, design, product development, quality testing, and other production processes. Through this study, PSDF aims to understand and address skills deficits that potentially obstruct anticipated growth rate and erode industry competitiveness.

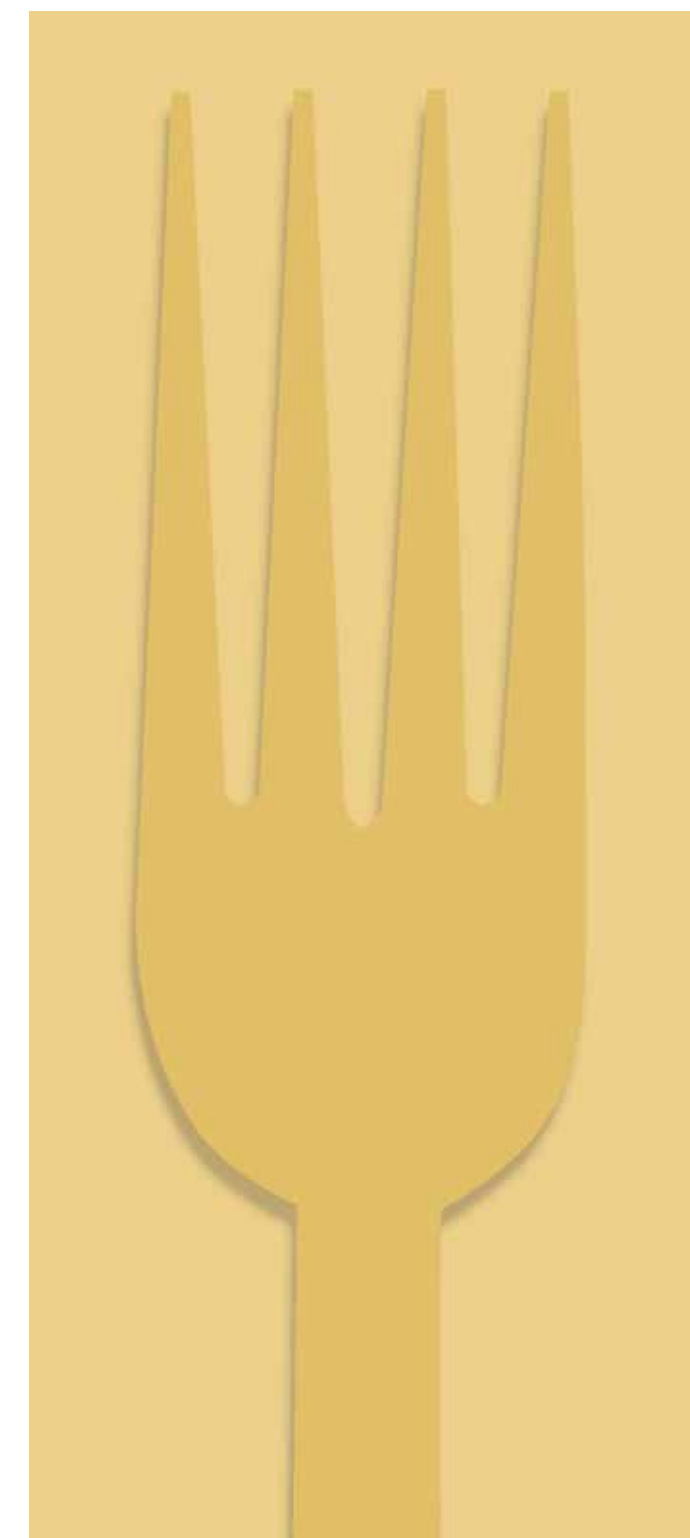
### 1.2 Objectives of the Study

The purpose of this study was to focus on skills needs of the Cutlery, Utensils and Hunting Equipment Manufacturing sector as well as Surgical Instruments Manufacturing. Based on primary research, the objectives of the study were outlined in the Terms of Reference (TOR) as follows:

#### Objectives

- Assess current skill levels (both vocational and professional) in the two sectors of Punjab (not limited to the fourteen districts where PSDF operates)

- Inform PSDF's plan to strengthen the skill potential of workers in the sectors; this will include identification of trades in demand, training courses required and training delivery options
- Identify skills delivery gaps and the contribution required of other industry players
- Develop medium- to long-term targets for human resource development (HRD) for the sectors focusing on vocational and technical skills
- Identify key actions for technical and vocational education and training (TVET) policy and practice that will strengthen the sectors and indicate complimentary policy actions to deal with HRD issues



<sup>5</sup>As provided by the Punjab Skills Development Fund (PSDF)



## 2 Methodology



### 2.1 Approach

The methodology adopted for this study was explicitly aligned to meet the outlined terms of Reference (TOR) and scope of work. As a result, a mixed data collection strategy was deployed to uncover quantitative and qualitative insights and findings in regard to cutlery, utensils and hunting equipment manufacturing<sup>6</sup> and surgical instrument manufacturing. This involved primary research techniques including survey of cutlery and surgical processing units (formal and informal), in-depth interviews with sector experts and training service providers as well as field observations. Collectively, the feedback provided valuable insight into the dynamics of the two manufacturing sectors in Punjab – its existing status, needs and future trends relative to skills. Accordingly, the findings served as a sound basis for devising viable recommendations and meeting project objectives.

The study was implemented in three stages, as shown below.

### 2.2 Stage I: Instrument Finalization

#### 2.2.1 Preliminary Discussions

The study began with discussions with the PSDF team to develop a shared understanding of the tasks and agreement on communication protocols. Semiotics' approach to the study was discussed and finalized, including sample strategy and stakeholders to meet. The work plan for the study was devised and shared with PSDF for their approval.

#### 2.2.2 Sample finalization and stakeholder listing

The sampling frame for the study had been specified by PSDF. A total of 130 Cutlery, Utensils and Hunting Equipment Manufacturing units (50 formal and 80 informal) and 280 Surgical Instruments Manufacturing units (120 formal

and 160 informal) were anticipated to be surveyed. Having met the target, data from a few additional units which were surveyed was also retained in the analysis, where appropriate.

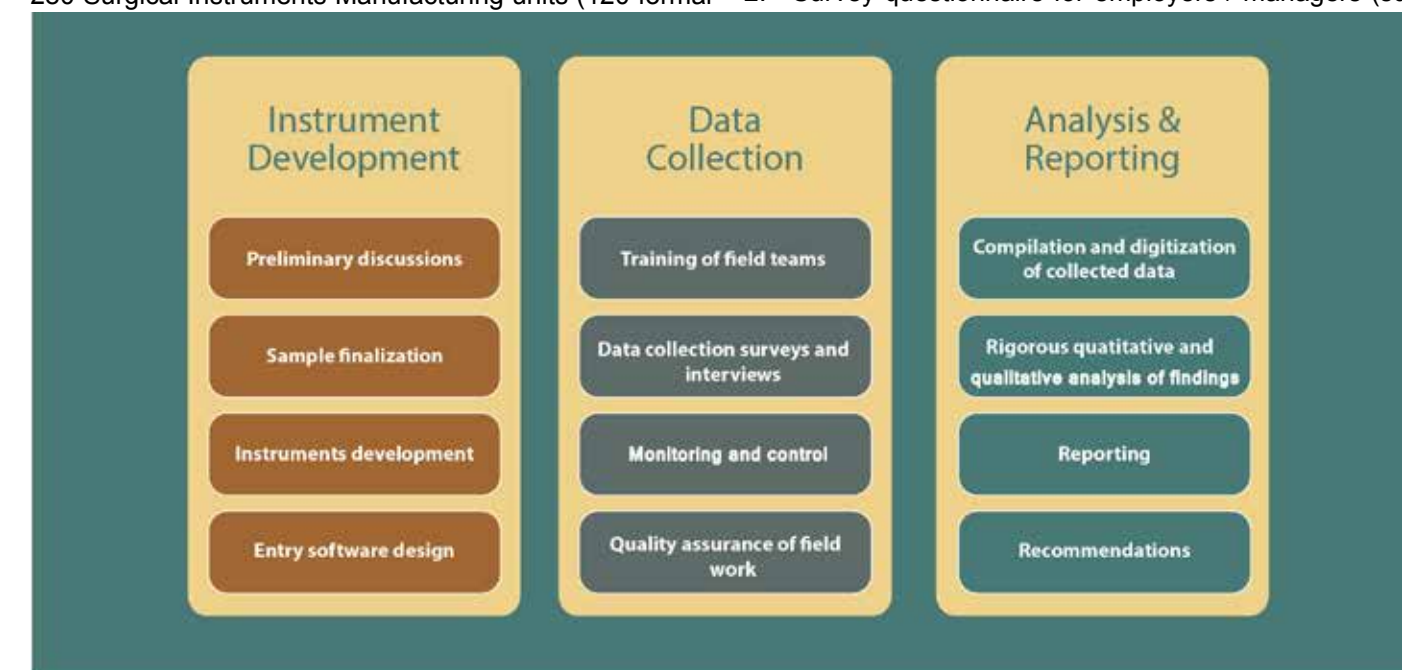
Component	Unit status	Respondents	Per Unit	Units	Total Respondents
Cutlery, Utensils and Hunting Equipment Manufacturing	Registered (formal)	Owner/ Manager	1	50	50
		Employee	2		100
	Un-Registered (informal)	Owner/ Manager	1	80	80
		Employee	2		160
Surgical Instruments Manufacturing	Registered (formal)	Owner/ Manager	1	121	121
		Employee	2		242
	Un-Registered (informal)	Owner/ Manager	1	162	162
		Employee	2		324
Total	Registered (formal)	Owner/ Manager	1	171	171
		Employee	2		342
	Un-Registered (informal)	Owner/ Manager	1	242	242
		Employee	2		484

In addition, interviews with 30 sector experts as well as 11 training service providers were also held. (See Annexure 4 and 5)

#### 2.2.3 Instrument development and finalization

With the sampling strategy approved, an initial draft of instruments was designed based on team expertise, secondary research and discussions with PSDF. Multiple sets were created based on the relevant stakeholders.

1. Survey questionnaire for employers / managers (cutlery manufacturing)
2. Survey questionnaire for employers / managers (sur-



<sup>6</sup>Referred to as cutlery manufacturing in the remaining study.



- gical instrument manufacturing)
- 3. Survey questionnaire for employees / workers (cutlery and surgical instrument manufacturing)
- 4. In-depth interview guide for sector experts
- 5. In-depth interview guide for training service providers

Instruments were translated into the Urdu language to facilitate implementation and accuracy in the field. Several rounds of review took place between Semiotics and PSDF and additional feedback was provided from DFID. This helped strengthen the instruments and ensured their compliance to PSDF's requirements. Pre-testing of the instruments was then conducted in Sialkot and Wazirabad to ascertain that the language and questions were clear, response options were appropriate, and flow of questions was logical. Issues were identified and amendments were made following the pre-test. After this review, a final set of instruments was prepared, shared with the PSDF, and finalized for data collection. See *Annexure 2 – questionnaires*.

#### 2.2.4 Entry software design

Once the assessment instruments were finalized, the work on developing data entry software took place. The software was designed, developed and tested before the data from the field started to come in. The software was developed using Microsoft tools with databases in Microsoft Access. A module for comparing the entered subsets of data and their conflict resolution module was also developed and tested at this stage.

### 2.3 Stage II: Data Collection

#### 2.3.1 Hiring and Training of Field Teams

Field staff indigenous to the local district/area was hired for the purpose of surveys. This facilitated mobility, communication and cultural understanding of the local areas. Utilizing Semiotics' exhaustive roster of field staff, appropriate individuals were selected based on experience (prior field engagements), competence and linguistic capabilities.

Once hiring was complete, field teams were trained before administering the survey in their respective districts. Training was arranged for both field enumerators and team supervisors. Teams were grouped into separate sessions based on nearest location: trainings took place in Sialkot and Wazirabad (Gujranwala) which catered to all teams. During the sessions, teams were coached upon the purpose of the survey, research methodology, guidelines on conducting survey, sample design, recording and entry of data, and guidelines on tracing the identified units. The training helped ensure that the investigators understand each instrument and are sufficiently trained to implement the survey correctly in the field.

#### 2.3.2 Data Collection – Surveys and Interviews

Upon completion of training, field teams were allocated to their respective Supervisors and deployed in the field for the purpose of collecting data based on the instruments

designed. Data was collected simultaneously from both districts. PSDF had provided a Survey Facilitation Letter, outlining the purpose of the study and its commissioning of Semiotics Consultants. Although this proved valuable in the field, it is worth mentioning that access to formal processing units was quite difficult: prior approvals from senior management had to be sought and restrictions on plant area observations were applied in some cases.

A system of unique Participant Identification Numbers (PIN) was employed for handling recording, data protection and security issues. Each respondent was allocated a unique PIN. These PINs followed a logical pattern and were systemized, that is to say, unique coding was adopted to identify key aspects of respondents such as gender, unit type, employment level etc. The use of PINs optimized data handling and data protection. The proposed PIN also allowed for the analyst to retain the important characteristics of the respondent.

Interviews with sector experts and TSPs took place in parallel to survey activities. These interviews were carried out by team experts. Appointments were sought beforehand and physical visits were made across the selected districts for this purpose (in a very few cases, telephonic interviews took place where experts were physically inaccessible).

A Survey Progress Tracker (SPT) (field log) was developed to ensure that the full sample was achieved. The Field Supervisors and their respective Survey Manager monitored the coverage of the full sample and submitted progress reports with respect to each metropolitan area, to the Semiotics headquarter on a regular basis.

#### 2.3.3 Monitoring and Control Operations

The following monitoring activities were carried out by the supervisory staff to ensure the quality and credibility of survey data:

- Meetings were held daily with field enumerators on survey related matters; work was assigned to be undertaken each day and supervisors passed on required survey material.
- Monitoring of the investigators on the spot to ensure data accuracy and quality – each sector was allocated a Coordinator overseeing supervisors and enumerators.
- Receiving filled-in questionnaires from the field staff on a daily basis and checking and monitoring discrepancies detected therein when everything was fresh in the memory of the field enumerators.
- Promptly reporting the daily progress of work to the sector Coordinator. Problems requiring immediate solutions and other matters including comments on the quality of work of investigators, which were reported to the Survey Manager and management, as required.

#### 2.3.4 Quality Assurance

Efforts were made to collect accurate quantitative and qualitative data based on the designed instruments. For

this, the procedures for a) field edits and b) office edits were developed to avoid non-sampling errors and increase consistency and quality of data:

- Engagement of appropriate staff with desired qualifications, relevant background and prior survey experience
- Intensive training and orientation before the start of the survey work
- Effective monitoring and control of survey activities, as noted above
- On-spot random checking of enumeration work by team members, ensuring that the desired data was being collected as intended.
- Multiple tiers and checks of data collection; internal checks built within the instrument and software. Review of collected data by the field team, supervisory personnel and management to optimize accuracy.

### 2.4 Stage III Analysis and Reporting

#### 2.4.1 Data Entry and Dataset Development

Once the data in the shape of completed questionnaires had gone through the compilation, count and quality assurance steps, it was given clearance for data entry processing. Entry took place in the designed software. The process was closely monitored by the data entry supervisors and data analyst to ensure accurate entry of the data. Following data entry, cleaning and verification, separate datasets were prepared corresponding to the instruments used. Databases were made available in Microsoft Access, Excel and Statistical Package for the Social Sciences (SPSS) formats for analysis.

#### 2.4.2 Quantitative and Qualitative Analysis

The quantitative data collected from fields passed through three steps as follows.

- **STEP 1:** Data editing was carried out to check missing data and skipped questions. Any discrepancies observed were removed at this stage
- **STEP 2:** Software was developed for data entry of the questionnaires. The data entry software checked for ranges and consistency of the data and generated reports indicating missing data, outside of accepted ranges and inconsistent answers. This was developed using MS tools with datasets in MS Access and MS Excel.
- **STEP 3:** Once the data was cleaned and verified, it was compiled and analysed using SPSS and MS Excel, statistical software packages. Multiple statistical and economic techniques were applied to the data, including regression analysis, identifying trends, frequency tests and forecasting. Output tables were produced and on multiple dimensions and incorporated in the report to demonstrate findings.

On the other hand, qualitative data was analyzed by team members to identify key themes and trends occurring in the responses. This was a complex exercise given

the number of open-ended interviews which took place. Qualitative information analysis matrices were developed for this purpose. Within the survey questionnaires, coding took place to systemize and categorize open-ended responses where needed. A thorough probing of findings was conducted during the analysis, including follow-ups where required.

#### 2.4.3 Structure of the Report

The subsequent section of the report discusses these findings based on insights coming forward from the survey and discussions held. First, an industry snapshot of the two sectors is provided including a discussion on existing workforce characteristics. Next, skills analysis takes place whereby, demand and supply dimensions are analyzed. Findings are discussed separately for surgical instrument manufacturing and cutlery, utensils and hunting equipment manufacturing sectors (referred to as the cutlery manufacturing sector for convenience). Accordingly, recommendations have been made based on this evidence.





# 3

## Industry Snapshot



### 3.1 Surgical Instrument Manufacturing

#### 3.1.1 Global Developments

The surgical instrument manufacturing industry has grown over the years in terms of volume and range of instruments produced, driven by the demand of healthcare and rise in global population. At the same time, advancements in medical sciences and increased levels of research and development has allowed for the design and production of technologically advanced equipment. These factors have driven the global trade of surgical instruments: latest estimates (2014) reveal that the global trade in surgical instrument manufacturing was more than \$130 billion<sup>7</sup>. The United Nations Comtrade data base shows that the United States, Germany, Mexico and China are amongst the leading exporters of medical instruments and equipment in terms of value. Amongst the manufactured products are electro-cardiographs, electro-diagnostic equipment, ultra-violet equipment, infra-red ray, syringes, needles, sutures, catheters, cannulas, dental drills, and ophthalmic instruments to name a few.

With the rise of skilled human resources in developed countries, a shift in factors of production was witnessed in the late 20th century. Countries such as Germany (in particular, Tuttingen) began to focus upon high-end, technologically sophisticated equipment manufacturing. Conventional surgical instrument manufacturing, which relies heavily on labour, is primarily taking place in locations where labour is cheaper<sup>8</sup>. Pakistan is a key player in the global market for manufacturing conventional products, particularly, disposable instruments. Other countries including Malaysia and China also play an important role in this subsector due to lower production costs<sup>9</sup>. Nevertheless, technology has also spilled over in the conventional manufacturing sectors, and there is a growing requirement of skilled workforce. With increasing demand of surgical equipment, together with the intensifying competition from countries such as China, Mexico and Malaysia, there is a need to adopt and embed technology in the sector.

#### 3.1.2 Surgical Instrument Manufacturing in Pakistan – A Brief Overview

Surgical instruments manufacturing is being done mainly at Sialkot with most of the forgings being produced at Das-ka. Ophthalmic instruments are being produced in Koltli Loharan, near Sialkot while all types of surgical instruments are being produced in Sialkot. The industry produces over 150 million pieces a year with an estimated value of Rs. 22 billion of which around 95 % are exported<sup>10</sup>.

Historically, in early 20th century during the reign of the British Empire, the Mission Hospital Sialkot gave a few surgical instruments for repairs to the blacksmiths of Sialkot. The skilled blacksmith successfully repaired the instruments, and they were found to be absolutely fit for the surgeries. The surgeons at the time were highly satisfied with the use of the repaired instruments, that in turn, they

informed the hospitals here and abroad about the discovery of skilled surgical instruments manufacturing at Sialkot. Around the period of the Second World War, the demand for surgical instruments rose due to the number of injured. With the available skill in the area, the British Empire then set up the Metal Industry Development Centre (MIDC) in 1942 to boost production and stimulate the industry. MIDC provided equipment as well as experts to help train the local workers. Over time, Sialkot became famous for its manufacturing and subsequently, the surgical instrument manufacturing industry began to mature; soon, it was exporting its products to world markets. Currently more than 95% of the instruments manufactured in Sialkot are exported to other countries world over. Some of the main surgical instruments exports comprise surgical, dental, orthopedic, ophthalmic, veterinary, manicure and pedicure instruments which are exported to major buyers including the United States, Germany, United Kingdom, France, Italy, China, United Arab Emirates and Japan<sup>11</sup>.

A key strength of Sialkot's surgical industry has been its skilled workforce; however, with passage of time, there is increasing evidence of technology introduction and integration in the processes<sup>12</sup>. Nevertheless, the use of technology (mechanization) does not necessarily render human resources obsolete; instead, it requires a different skillset to operate the machinery or apply skills with the help of the new technology. Although there is a level of monitoring and interaction with the Labour Department at present, there is no directly regulation of/regulatory body in the sector. Instead, firms generally abide by regulations and requirement put forth by their clients, such as requirements by the Food and Drug Administration (FDA) in the United States or other importing requirements.

### 3.2 Cutlery Manufacturing

#### 3.2.1 Global Developments

Globally, the cutlery and kitchen utensil manufacturing industry is at the growth stage of its life cycle. The industry is expected to continue growing steadily in the next 5-10 years<sup>13</sup>. Drivers of growth include rising demand amongst consumers, increasing household disposable incomes and improved living standards around parts of the world. These factors have encouraged spending on kitchen items, particularly utensils and tableware. Improvements in product quality and design, have also contributed to production and export growth. Utensils are considered as essential kitchen items and are also linked with the food industry. There is a big international market for utensils, especially aluminum utensils due to their good heat transfer and low weight properties. On the other hand, hunting equipment can be divided into two parts: the functional hunting equipment and decorative hunting equipment. The market for functional equipment is on the rise also as the people in western nations are increasingly engaging themselves with outdoor activities such as camping, hiking, angling, etc. On the contrary, the decorative hunting market is decreasing with the change in lifestyles and security restrictions on particular items<sup>14</sup>.

<sup>7</sup> United Nations Conference on Trade and Development (UNCTAD), 2014

<sup>8</sup> Nadvi, K and Halder, G. (2002) Local clusters in global value chains: exploring dynamic linkages between Germany and Pakistan, Institute of Development Studies, Sussex

<sup>9</sup> Surgical Instruments Manufacturers Association of Pakistan (SIMAP)

<sup>10</sup> UNCTAD; SIMAP; Trade Development Authority of Pakistan

<sup>11</sup> SIMAP; TDAP

<sup>12</sup> SIMAP; Nadvi, K and Halder, G. (2002)

<sup>13</sup> Asian Institute of Trade and Development, Case Study on Cutlery;

<sup>14</sup> UNIDO (2006) Diagnostic Study Cutlery Cluster Wazirabad-Pakistan, UNIDO



China is the leading supplier of tableware and kitchen cutlery in the international market. The Chinese cutlery sector's strength stems from its ability to process large orders, financial capacities of firms, short product development time, extensive distribution and warehousing in import markets. Another important Asian player is India, which is demonstrating large export quantities. The cutlery industries in China and India have highly mechanized production processes, allowing them to cater for higher volume and quality. Amongst the European countries Italy is well known for its innovative designs and high quality products; accordingly, it ranks amongst the top 3 exporters globally.

### 3.2.2 Cutlery Manufacturing in Pakistan – A Brief Overview

In Pakistan, the cutlery, utensil and hunting equipment manufacturing cluster is primarily located in Wazirabad, Gujranwala. There are more than 800 units which are mostly small in size using low tech machinery and can be classified as semi mechanized; others predominantly rely on conventional methods and human resources<sup>15</sup>. Around 10-12 years ago, Chinese cutlery products flooded the national market with low price medium quality products. The local industry suffered from this influx and many units either closed down or decreased their production. However, circumstances changed around 5 years ago and the local industry bounced back. Now, the local industry has around 80% share of national market<sup>16</sup>.

The regain of market by local producers is due to two factors. Traditionally, AISI 304 (also known as 18/8) stainless steel was used to manufacture tableware both internationally and nationally. The world shifted its manufacturing to AISI 201 stainless steel; this alloy has almost the same characteristics as AISI 304, but is much cheaper. Local industry was late to adopt AISI 201 steel as it was not fabricated locally. Presently AISI 201 steel is imported from China and India at competitive prices. Current market prices are Rs. 200/kg and Rs. 160/kg respectively for these stainless steel raw materials. At these prices, it is difficult for China to compete in low—middle price segments around the globe. The second factor leading to regain was the rise in labour costs in China. This meant that prices of imported Chinese products had increased and competition became less stiff. For the local industry, the main export market is South Africa followed by Middle East and Sri Lanka. However, exports are often hampered by defects and quality constraints; this is an area requiring focus in the immediate future to help growth in the sector. Experts cited that the main reason behind this is the low technical level amongst the workforce together with minimal technology implementation<sup>17</sup>.

### 3.3 Workforce Analysis

A key feature of the surgical instrument manufacturing sector was and continues to be the skilled manpower which the industry possesses. According to the experts in the sector and employers who have been around for more than 20 years were quick to point out that the “usta-

<sup>15</sup> UNIDO, 2006

<sup>16</sup> Pakistan Cutlery and Stainless Utensils Manufacturers & Exporters Association

<sup>17</sup> UNIDO, 2006; Pakistan Cutlery and Stainless Utensils Manufacturers & Exporters Association

ad-shagird” model of informal apprentice training was the primary and successful method for transferring skills to the new workforce. However, this model often was based on shagirds which were children (below 18 years, and often below the ages of 10). However, with child labour regarded as a key violation of human rights, the International Labour Organization (ILO) pushed for abandoning the ustaad-shagird model which utilizes young children. This has considerably affected skills transfer and new workforce development in the sector since the early 2000s.

Incidentally, the “ustaad-shagird” model was also prevalent in the cutlery manufacturing sector. This model helped develop a considerable portion of the workforce which is still in place today. However, with restrictions on child labor, this model has been phased out. Experience of the Cutlery and Surgical industry has shown that capacity building of workers takes place mostly through “learning by doing” and in general, skilled workers are preferred where possible.

Workers in both sectors generally comprise men; moreover, it is marked by low or no education amongst these workers. Where more technical skills are needed, there is some level of informal training which has been acquired by the workers. Management amongst formal units is where higher qualified personnel are found. Workers generally originate from the local areas of Sialkot and Gujranwala (and to a certain extent, from Gujrat).

Feedback from experts noted that in the surgical sector, there is a recognized need of some key occupations. This included: filers, grinders, heat treatment, polishers, cleaning, marking processes due to mechanization and need of technical skills. Further, die making is being done on the most advanced CNC vertical machining centers and the wire cut machines in the formal as well as in the informal sector, requiring additional skilled machinists. Inspection and quality control as well as forging and press work were also noted as skills in demand. For the cutlery sector, polishers, grinders, forging and presswork were again identified as activities/occupations where skills needed to be developed or made available in the market.

In particular, attention is drawn to the polishing and filing occupations; these occupations and the associated activities which they carry out are critical in both the value chains of the sectors under consideration. However, due to the severe environment and health conditions faced by workers in this line of work, many have opted out. Health and safety concerns have resulted in a surge in demand for these occupations. As indicated later in the report, not only is there a need to build capacity of skilled polishers, but this also has major implications on providing a conducive working environment for the respective personnel, in line with health and safety guidelines.





# 4

## Skills Analysis

This section focuses on the demand and supply of skills related to surgical instrument and cutlery manufacturing. Surveys with informal and formal units provided evidence on the existing status and requirement of human resources, across different parts of the value chain. In addition, interviews with experts and training service providers supplement these findings, providing key insights in regard to skills demand and supply.

### 4.1 Profile of Surgical Instrument Manufacturing Units

#### 4.1.1 Size and Location

As part of this survey sample, a total of 283 units surgical instrument manufacturing units were visited. These were split amongst formal and informal units, based on their registration status. As indicated earlier, although there are around 3,200 Surgical Instruments Manufacturers Association of Pakistan (SIMAP) members, the sector is marked with a high number of informal units. Keeping this in mind, twice as many informal units relative to formal units were surveyed. A minimum number of formal units had to be maintained for quantitative analysis. From each unit, 1 employer or manager and 2 employees or workers were selected, as summarized below. It is interesting to note that the main cluster of surgical instrument manufacturing units (formal and informal) is based in the Sialkot district. Being the hub of the sector (and with no major secondary clusters), the field survey for surgical instrument manufacturing focused on Sialkot only.

Sector	Total Units	Type of Unit	Units	Processes Covered	Respondents	Per Unit	Total
Surgical Instrument Manufacturing	283	Registered / Formal	121	Die making Forging and shaping Milling & machining Rough shaping & pre inspection setting	Owner / Manager	1	121
					Employees / Workers	2	242
		Un-registered / Informal	162	Heat treatment & material testing Polishing & final assembly Cleaning, marking & packaging	Owner / Manager	1	162
					Employees / Workers	2	324

As depicted below, it becomes apparent that the informal sector is mainly characterized by as being very small, in terms of number of personnel employed (between 1 and 9). On the other hand, formal units generally employed more personnel: 45% of them were categorized as small (employing 10-29 individuals) while 36% were of medium size (employing 30-100 workers). There were also 13% large units which employed more than 100 workers. A key finding was that although there is more machinery used in formal units, there is also a need for more personnel to handle/operate this machinery and manage additional tasks at these units.

The industry in Sialkot has been around for quite some

time, as discussed earlier, and thus, it is not surprising to observe that around half (45%) of all formal units have been operational for more than 25 years. Likewise, a considerable proportion (21%) of informal units has also been operational for this duration. In other words, the surgical instrument manufacturing industry is quite mature and experienced in Pakistan in terms of its operations.

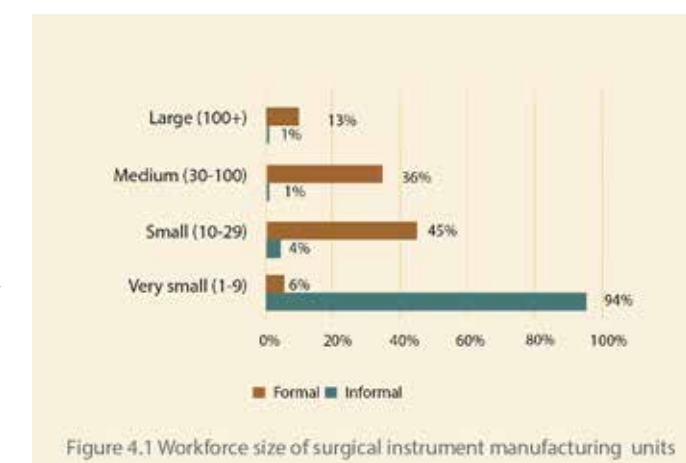


Figure 4.1 Workforce size of surgical instrument manufacturing units

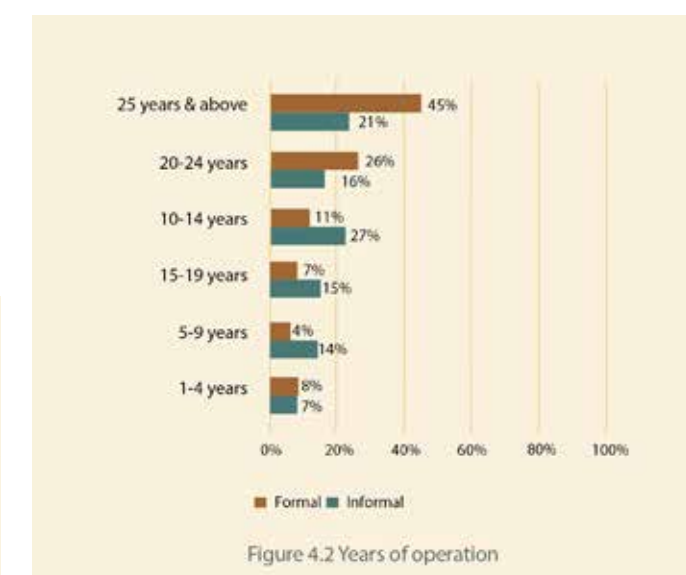


Figure 4.2 Years of operation

#### 4.1.2 Surgical Instrument Manufacturing Components, Activities and Products

Surgical instrument manufacturing consists of around 8 stages in its value chain. There are multiple processes through which production takes place, as depicted below. Based on sector expert feedback, the overall manufacturing process was categorized into eight broad steps. This includes i) die making; ii) forging; iii) machining; iv) rough shaping & in process inspection; v) heat treatment & material testing; vi) riveting; vii) polishing & final assembly and; viii) cleaning, marking and packaging. Each step is then associated with further activities which take place before shifting the product to the subsequent stage.

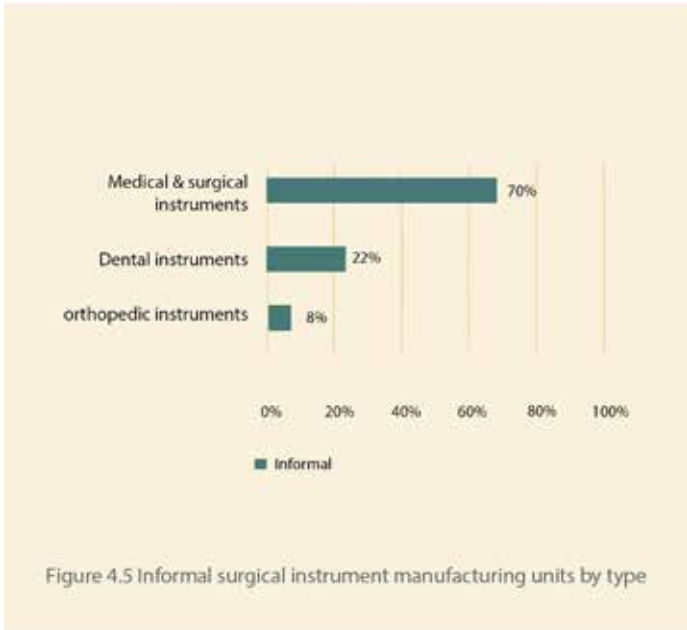
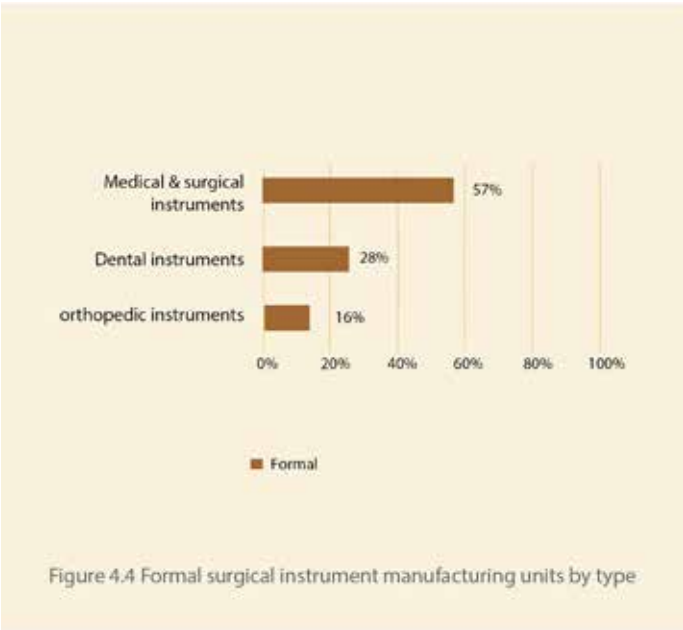
During the process mapping, it became clear that there are often multiple units (and often a mix of formal and informal) engaged at different stages for the completion of a single product. For instance, a large formal unit may be involved in creating an innovative design of a particular instrument and developing the die for the tool. However, for forging, it may contract an informal unit with expertise in



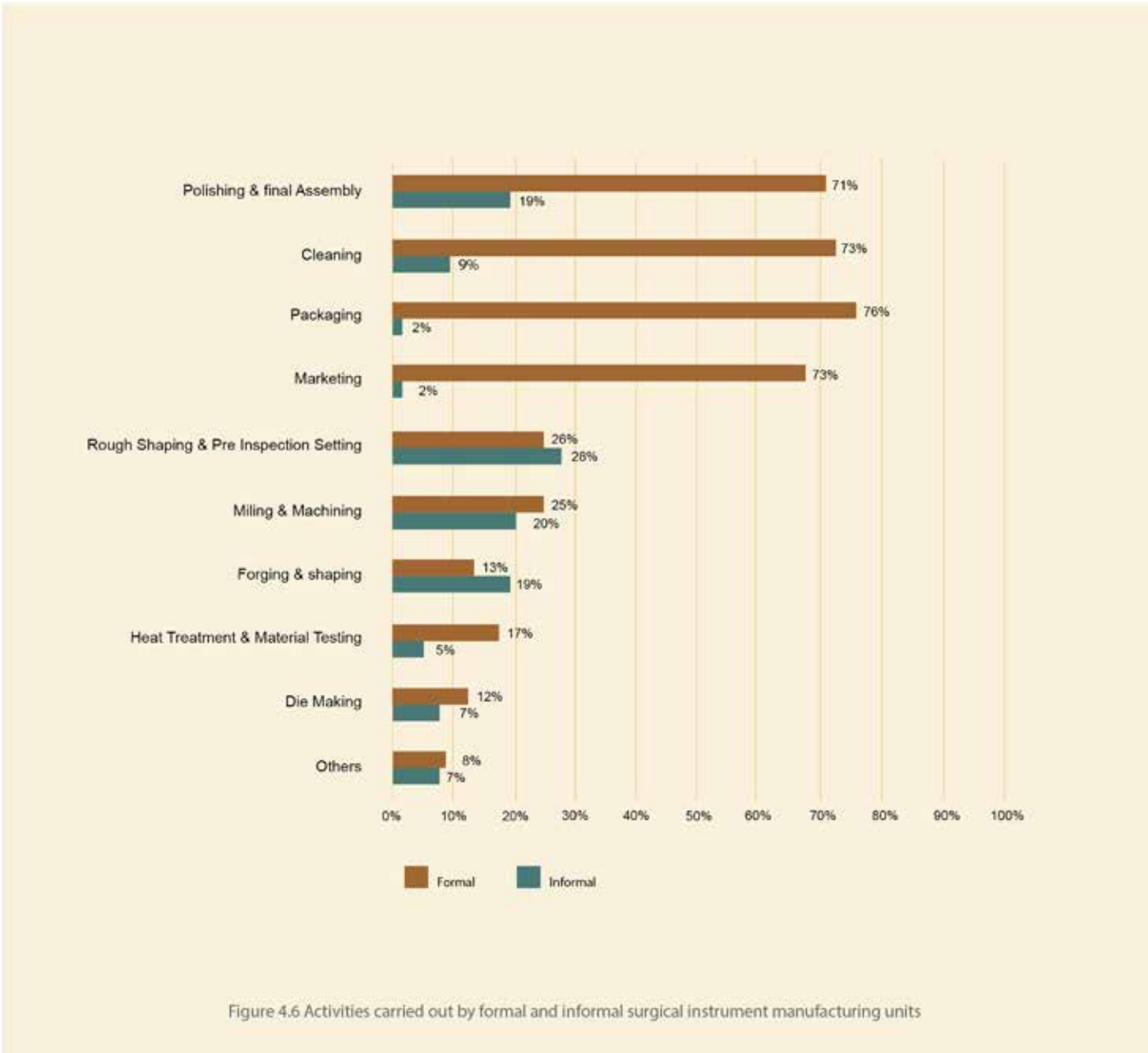
this area. This may then be transferred to another unit for machining and rough shaping. After polishing, the instruments may return to the original formal unit for cleaning, marking and packaging. While such an approach is common in the surgical instrument manufacturing, there are also instances where larger units are involved in many more stages of the process, having to outsource minimal processes, if required.



Managers or owners of the units visited were asked about the subsector which their unit was engaged in. As indicated, around 57% of formal and 70% of informal units were engaged in manufacturing medical and surgical instruments. A smaller proportion, around 28% formal and 22% informal primarily focused upon dental instruments. Orthopedic instrument manufacturing was less common amongst formal (16%) and informal (8%) units.



As part of the survey, all informal and formal units were asked to identify which processes they were engaged in. Since units often engaged in multiple processes, they were asked to report all processes undertaken by the firm (allowing for multiple responses). The chart below shows an interesting trend: large proportion of formal units is engaged in the middle-end stages of product manufacturing, namely in polishing and design and in cleaning, packaging and marking. Around three quarter of all formal units sur-



veyed undertake these activities. A smaller proportion is engaged in mid-tier processes such as rough shaping and pre-inspection (26%) and milling and machining (25%). Informal firms are engaged mainly in the early to middle stages of the manufacturing process, including rough shaping and pre-inspection setting (28%), milling and machining (20%) and forging and shaping (19%). It is worth noting that there are selected die-making units within the sector in general.

Basic surgical instruments such as scissors, dissecting/ dressing and tissue forceps, scalpels, knives and scalpel handles area amongst the leading types of products produced by both formal and informal units in Sialkot. This

survey finding provides evidence on Pakistan’s strength in producing conventional products and exporting the same globally. The types and range of instruments produced by the surveyed units is shown below.





Figure 4.7 Surgical instrument products amongst sample units

## 4.2 Profile of Cutlery Manufacturing units

### 4.2.1 Size and Location

The cutlery sector is relatively smaller in terms of workforce size and number of units; accordingly, a smaller sample size was suggested by PSDF. As part of the sample, 130 cutlery, utensil and hunting equipment manufacturing units were visited. Again, based on their registration status, these were categorized as formal or informal units. Similar to the surgical instrument manufacturing sector, the cutlery manufacturing sector is also predominantly informal; thus, twice as many informal units relative to formal units were surveyed. From each unit, 1 employer or manager and 2 employees or workers were selected, as summarized below. The hub of this sector (and with no other secondary clusters) is Wazirabad, in Gujranwala District; accordingly, the field survey for surgical instrument manufacturing fo-

cused on Gujranwala only.

Similar to the surgical instrument manufacturing sector, there is a large proportion (89%) of very small units where 1 to 9 workers are employed. On the other hand, formal units were either very small in size or small (hiring between 10 and 29 workers). There were a very low proportion of formal units which were medium in size (30-100 workers) and none which were large. The number of years for which units had been operational varied considerably for both formal and informal units. There was a spread amongst years of operation from being very new (operational for 1-4 years) to existing for a long time (25 years or more).

Sector	Total Units	Type of Unit	Units	Processes Covered	Respondents	Per Unit	Total
Cutlery, Utensils and Hunting Equipment Manu- facturing	130	Registered / Formal	50	Die making/ Cutting/ designing Shearing Bending Straightening Coining Edge making/Grinding Polishing Cleaning Handle/Accessories fixing Packaging	Owner / Manager	1	50
					Employees / workers	2	100
		Un-registered / Informal	80		Owner / Manager	1	80
					Employees / workers	2	160

Table 4.2 Cutlery, Utensils and Hunting Equipment Manufacturing Units							
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Table 4.2 Cutlery, Utensils and Hunting Equipment Manufacturing Units

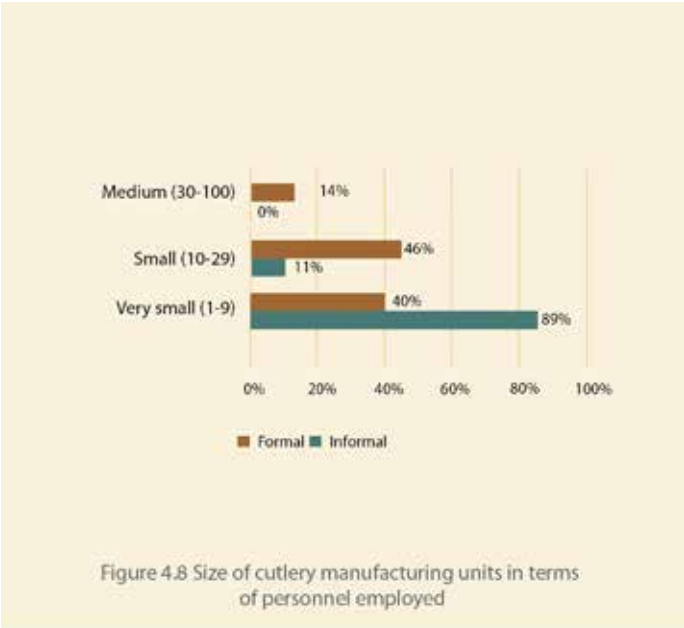


Figure 4.8 Size of cutlery manufacturing units in terms of personnel employed



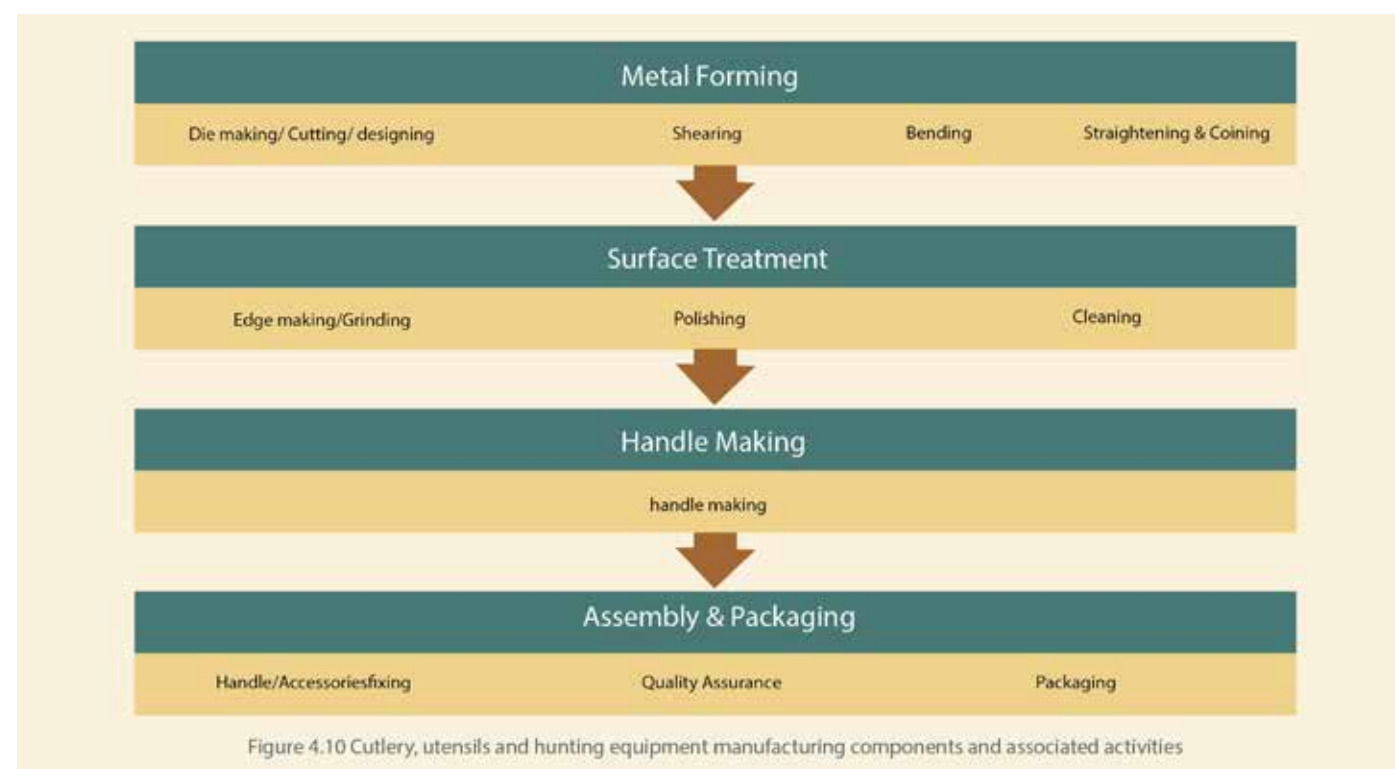
Figure 4.9 Years of operation

### 4.2.2 Cutlery Manufacturing Components, Activities and Products

Cutlery, utensils and hunting equipment manufacturing consists of 4 stages in its value chain. This includes i) metal forming; ii) surface treatment; iii) handle-making; and iv) Assembly & packaging. Similar to surgical instrument manufacturing, each step is then associated with further activities which take place before shifting the product to the subsequent stage.

As witnessed with the surgical instrument manufacturing sector, it was discovered that there are often multiple units (and often a mix of formal and informal) engaged at different stages for the completion of a single product. For instance, a large formal unit may be involved in metal forming and may outsource surface treatment activities to an informal unit with expertise in this area. This may then be transferred to another unit for handle-making. The equipment may return to the original formal unit for final

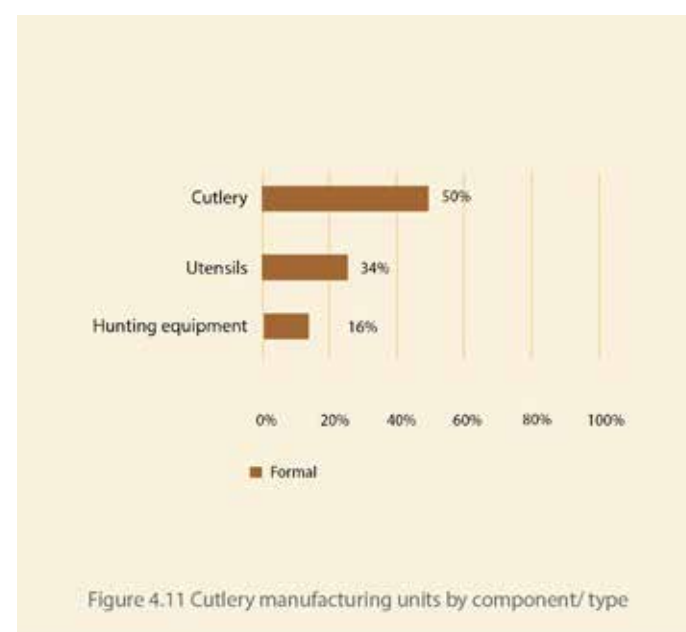




assembly and packaging. Again, while such an approach is common, there are also instances where larger units are involved in many more stages of the process, having to outsource minimal processes, if required.

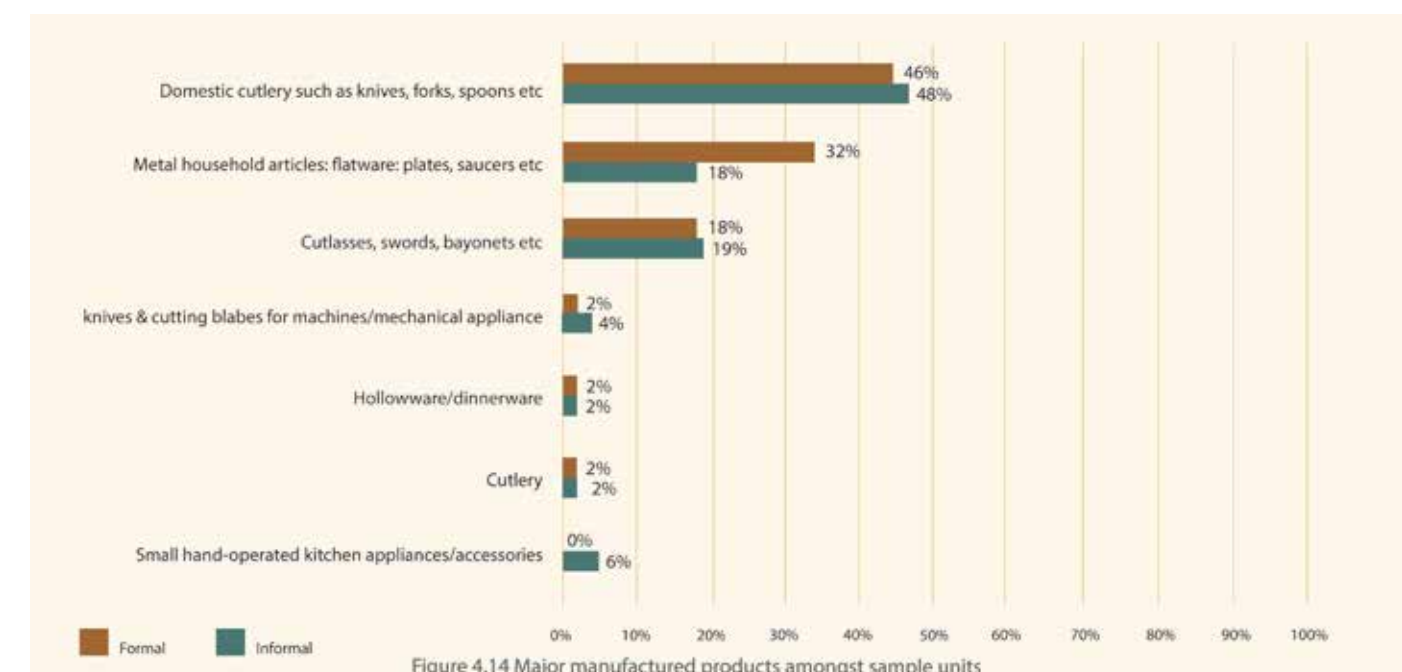
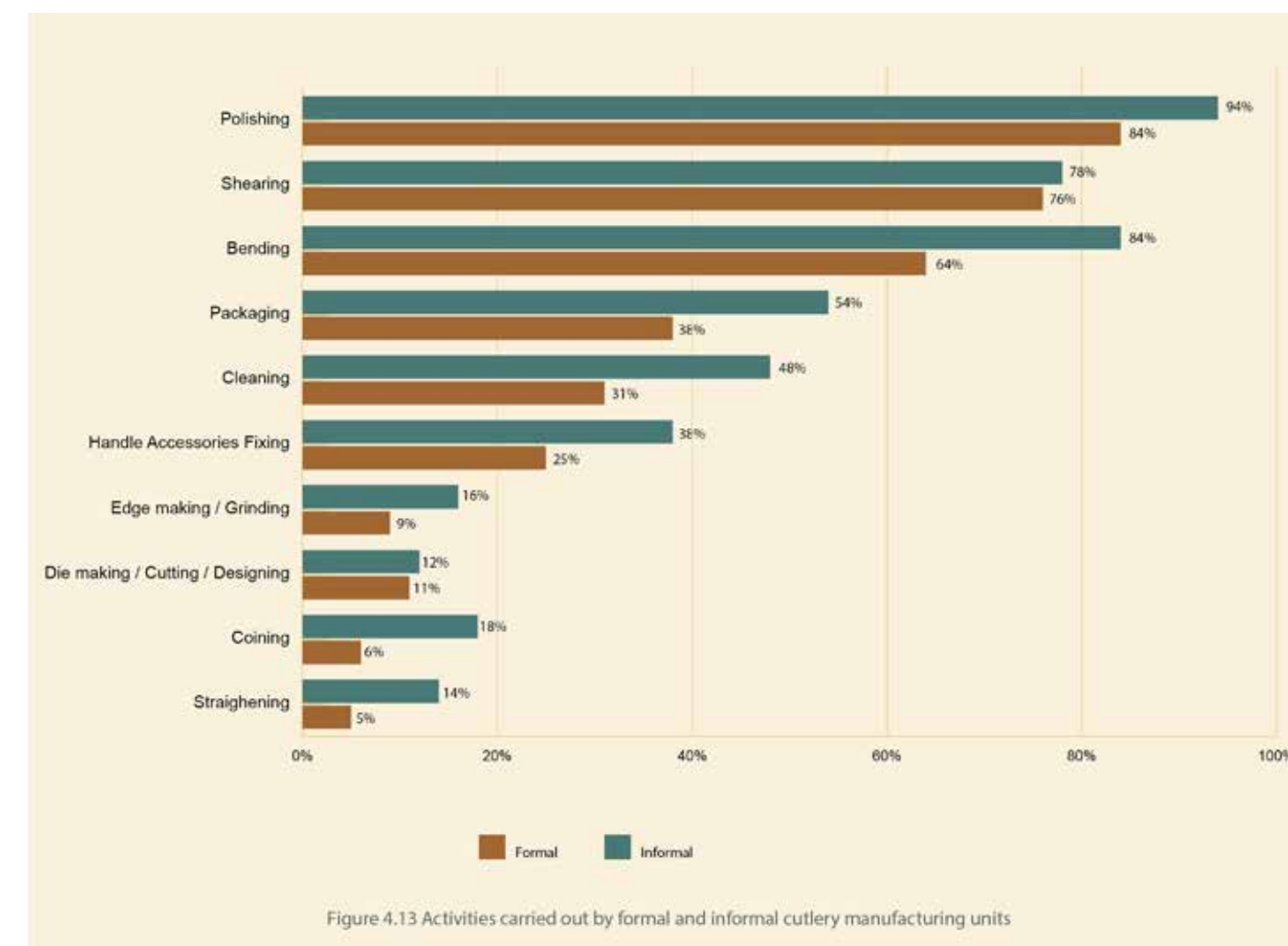
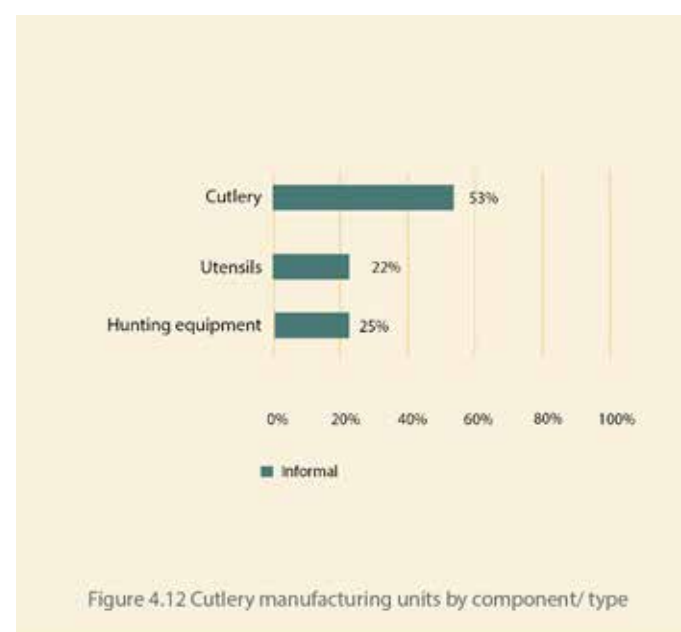
There were three components in this sector: cutlery, utensils and hunting equipment manufacturing. Units were asked to identify the primary subsector in which they were primarily engaged in, as shown below. Around half (50%) of formal units and 53% of informal units primarily manufactured cutlery. This was followed by one-third (34%) of formal units and 22% of informal units focusing on utensils. Finally, 16% of formal units primarily focused upon the manufacturing of hunting equipment; this proportion was higher amongst informal units where 25% of informal units were involved.

Activities carried out by formal and informal units are depicted below.



The most common activities amongst formal and informal units included polishing, shearing and bending. A similar trend was present amongst formal and informal units in general. Die-making is also an activity which only a few firms carry out in the sector in general, similar to the surgical instrument manufacturing sector.

The most commonly manufactured product category was domestic cutlery such as knives, forks spoons etc. Around 46% of formal and 48% of informal units were involved in its production. This was followed by metal household articles, flatware, plates, saucers etc. which 32% of the formal units and 18% of informal units were mainly manufacturing. Finally, cutlasses, swords, bayonets etc. were manufactured by around 18% of formal units and 19% of informal units.



## 4.3 Education and Qualification of Employers

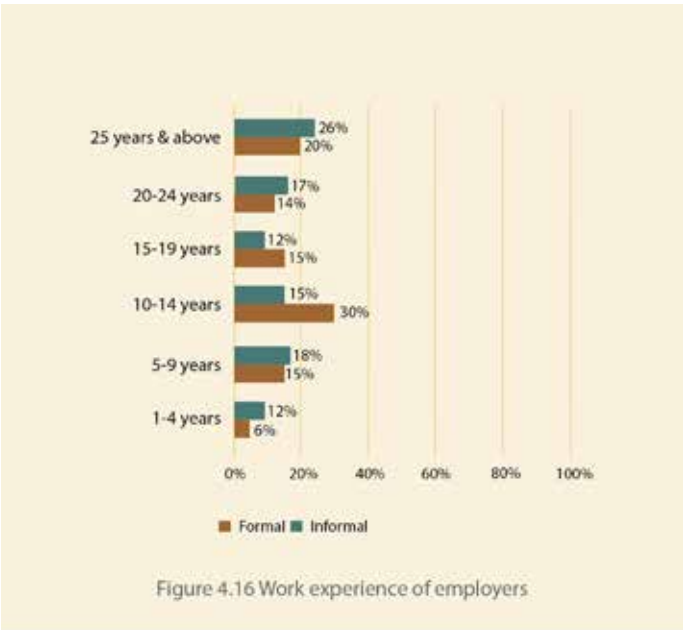
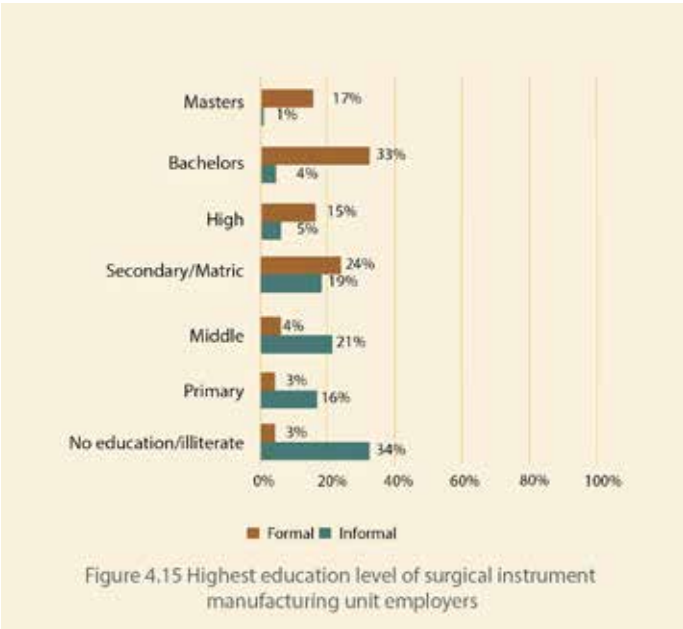
### 4.3.1 Profile employers amongst surgical instrument manufacturing units

Employers/managers were asked questions pertaining to their own education, qualification and experience. The purpose was to see the differences between processing units and provide indication on the type of personnel employed at the unit.

Unsurprisingly, higher education levels were observed amongst employers in the formal sector relative to the informal sector. Around 34% of employers in the informal sector were illiterate while another 56% had matriculation (or less than matriculation) qualification. Amongst formal sector employers, 50% had tertiary degrees (bachelors or masters) and very few were illiterate or had only



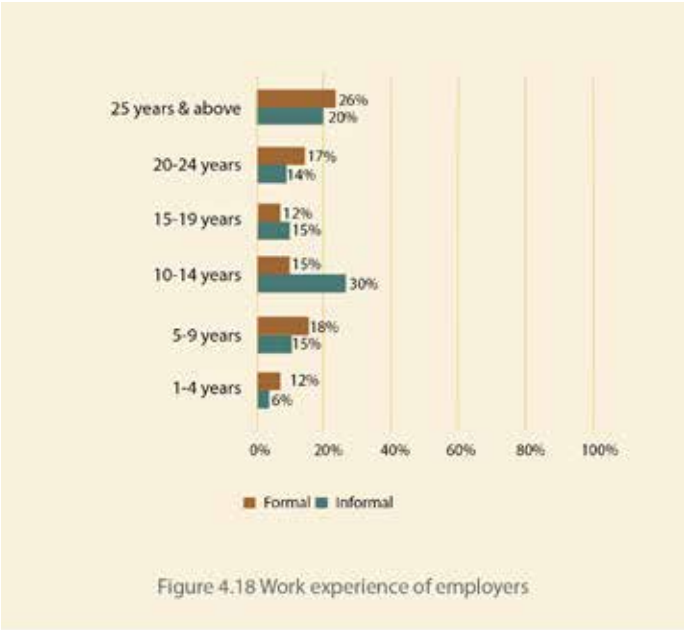
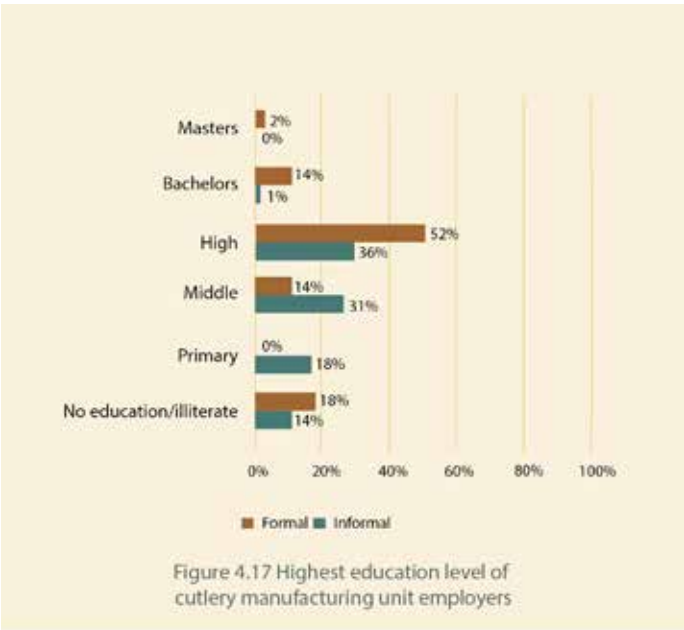
completed middle school or less. Keeping in mind that informal units often involve manual tasks, it becomes clear that a considerable proportion of these workers may be skilled at such tasks, but exhibit no or minimal education. On the other hand, formal units where automation is more visible tend to employ a more educated workforce.



Formal training<sup>18</sup> was rarely undertaken by any of the employers in the surgical instrument manufacturing units visited (only 7 employers/managers out of 283 had undertaken formal training). At most, informal training had been provided to the employers while most had never undertaken any form of training. This was mainly because employers obtained training on the job informally or through the in-house training provided by the larger, formal employers. In terms of experience, around 55% of employers in the formal units possessed more than 15 years of experience while 49% of employers engaged in the informal sector exhibited the same experience.

4.3.2 Profile employers amongst cutlery manufacturing units

Interestingly, qualification levels were generally low amongst formal and informal cutlery manufacturing employers. Only around 18% of employers in the formal sector had tertiary degrees (bachelors or masters), while 52% had just completed high school. This was also not surprising since there is considerable prevalence of manual work carried out in this sector relative to automation or machine operations. In the formal sector, around two-third of the employers had completed middle/high school while another 18% were illiterate. Formal training was not cited amongst employers in formal or informal units; similar to surgical instrument manufacturing, the informal training model was the primary source of obtaining training. Further, employers exhibited considerable experience in the sector. Amongst formal employers, 48% possessed more than 15 years of experience while 43% of informal employers had been engaged for a similar duration.



4.4 Occupation and Skills: Status and Gaps

Skills mapping was an important activity which took place during the survey exercise. The aim was to identify the diverse occupations associated with the manufacturing components in both sectors and determine the major skills required for each occupation. As part of the survey exercise, employers (and experts) were asked about the existing skill level of their workers as well as their required skill level (as deemed by the employer), in order to determine skill gaps. This also had key implications on determining areas requiring potential training assistance and thus, was given critical importance during the data collection.

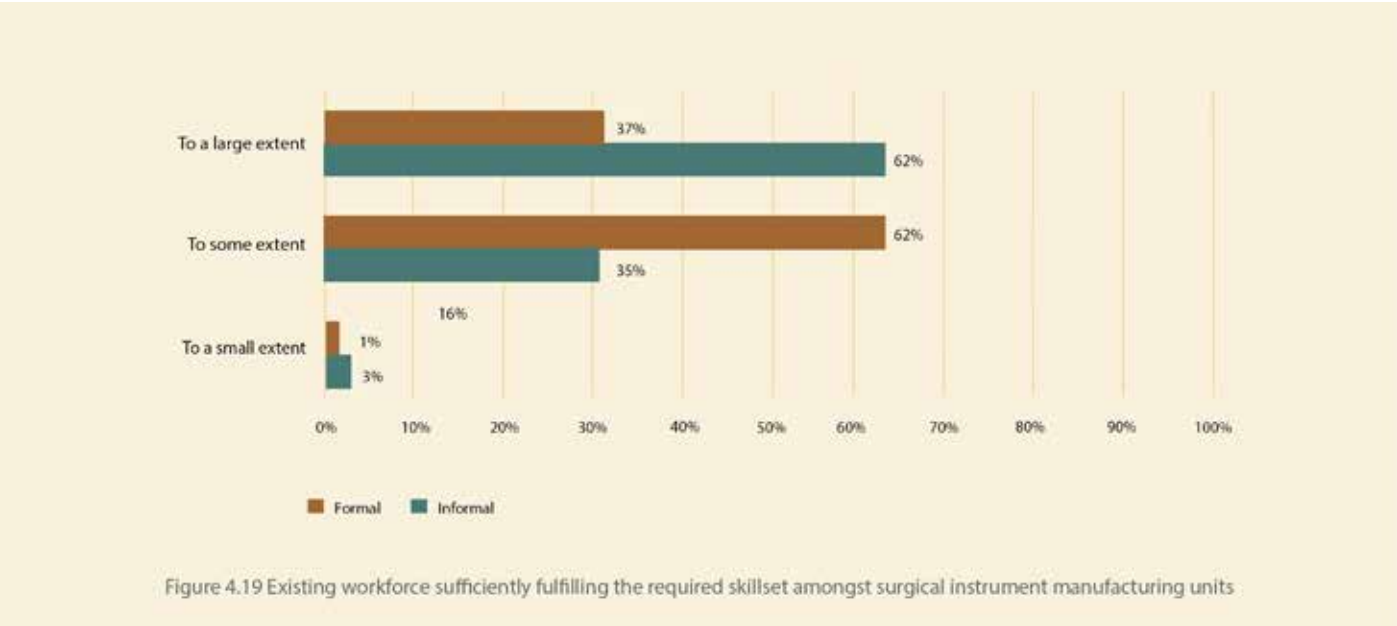
The occupation-to-skills map have been strategically devised to 1) identify the relevant occupations by component 2) depict the occupations with their associated skills and 3) highlight the skill gaps for each occupation. It is worth pointing out that there were certain skills which were not (and still are not) readily available in the labour market (such as use of AutoCAD or polishing), and thus, employers had to informally train individuals in-house (on-the-job) for new employees to learn the required skills and undertake the requisite tasks. So although the personnel employed in their respective units are now trained and carrying out tasks as prescribed (in other words, the “skill gap” has been filled), the devised maps directly take this into consideration and note the skill gap as applicable to the labour market overall (and not solely the unit under consideration).

The skills map identifies the occupations which are not readily available/ exhibit limited availability in the market; these occupations have been highlighted in red and are in high demand. In addition to this gap, weaker skills associated by occupation have been highlighted in yellow in Table 4.3.

ciently fulfilled the required skillset to a large extent. The remaining employers in general stated that that their workforce fulfilled the required skillset to some extent. This demonstrates that although the existing workforce is being managed to carry out their respective tasks to meet manufacturing requirements, there is clearly room for further capacity building. Many units have evolved in Sialkot by learning by doing: existing units and their employers often learned through informal training themselves. Learning by doing is a useful technique in imparting or refining skills, especially amongst those individuals who are less educated. Since much of the manual work can be learned/taught informally, skills can be developed/honed where needed. It is mainly where automation or difficult tasks (indicated in Table 4.3) come into play where (more) training is needed.

Specifically, the occupation-to-skill maps below help identify broad skill gaps in each component of surgical instrument manufacturing. Key findings are as follows:

1. In general, there is a weakness/limited availability of **filers, grinders and polishers**. This is primarily due to the adverse working conditions faced by individuals specializing in this area. Where available, there is potential for further improvement and refinement in skills, such as:
  - i. Filers and Grinders: balancing on filing/ grinding wheel; edge length and thickness control
  - ii. Polishers: Dull polishing technique, mirror polishing technique
2. In addition, **die-makers and draftsmen (with expertise in AutoCAD)** are needed
3. With increased automation in the sector, different types of machinery are used along the manufacturing chain. Workers have so far learned to use this machinery through “learning by doing” or guided by experienced co-workers. However, there remains a skill gap in optimal



4.4.1 Occupations in Demand and Skill Gaps – Surgical Instrument Manufacturing

Approximately 37% of formal employers and 62% of informal employers felt that their existing workforce suffi-

use, application and maintenance of machinery at various steps indicated in the skills map. In particular, **machinists and CNC machinists** are needed.

<sup>18</sup> Linked to a government or TEVTA, of a fixed duration and with certification



Processes	Activity	Occupation	Skills				
Die making	Reverse Engineering Innovative Product	Die Maker	Conventional Cutting Die Making Skill: Use of shaper, Heat Treatment and drilling machine.	Conventional Forging Die Making Skill: Use of black smith ,	Copy Milling machine Operations	Spark erosion machine operation	
			Vertical Machine Centre (VMC) operations	Delcam software use	Heat Treatment Machine operations	Wire cut Machine operations	Job fitting
Forging	Blank Cutting	Hammer man & Press-man Shot Blasting Machine Operator	Operations and maintenance of drop forging hammer	Optimization Shot blast machine operations	Heat treatment	Measuring and cutting	Operations and maintenance of Power Presses
	Pre and final Forging						
	Annealing						
	Outer and Ring Trimming						
Machining	Shot Blasting	Copy Milling Machine Operator Machinist (Milling and Lathe)	AutoCAD DelCAM	Assembly of parts	Computer numeral control (CNC) Milling and lathe machines	Job fitting and alignment	Measuring and cutting
	Jaws Serration						
	Ratchet and Box Milling						
	Temporary Assembly						
Rough Shaping & In Process Inspection	Filing	Filer	Filing	Drill Machine operations	Fitting	Edge length and thickness control	Measurement
	Grinding	Grinder	Operation of the Grinding machines	Job balancing on grinding/ filing wheel	Edge length and thickness control	Offsetting/ Chamfering	
	In Process Inspection	Inspector	Quality Assurance	Edge length and thickness control			
Heat Treatment & Material Testing	Tempering/Hardening	Temper man Forman Heat Treatment	Convectional Heat Treatment Techniques	Operations of vacuum Heat Treatment Furnace	Operations of Conveyor- or Belt heat treatment furnace	Operations of Rockwell Hardness testing equipment	Pickling
	Acid Pickling						
Riveting	Riveting	Rivet Man	Drilling	Pinning	Using jigs for the riveting of the tweezers	Using jigs for the riveting of the tweezers	
Polishing & Final Assembly	Polishing, Setting & Cleaning	Polishers	Dull polish technique	Mirror polish technique	Operation of emery belt polishing machine		
	Electrolytic polishing	Electrolytic polisher	Electrochemical polishing				
	Sand Blasting	Shot Blasting Machine Operator	Shot-blasting machine operations				
	Box Grinding	Grinder	Grinding machine operations	Balancing on grinding/ filing wheel	Measurement		
	Boil test & Passivation	Passivation man	Knowledge of chemical composition	Boil testing	Temperature and time control	passivation	
	Coatings	Gold Plating Men	Electrolytic coating technique	Ratio & technique			
		Powder Coating Man	Instrument painting	Ratio & technique	Baking technique		

Cleaning, marking and Packaging	Ultrasonic Cleaning	Ultrasonic Cleaning Machine Operators	Ultrasonic Cleaning Machine operations				
	Laser marking	Laser Marking Machine Operator	Usage of laser marking machine	Marking			
	Packaging	Inspector	Quality assurance				
		Packing man	Blister, polythene and Box packing				

Table 4.3 Surgical Manufacturing - occupations and skills by component

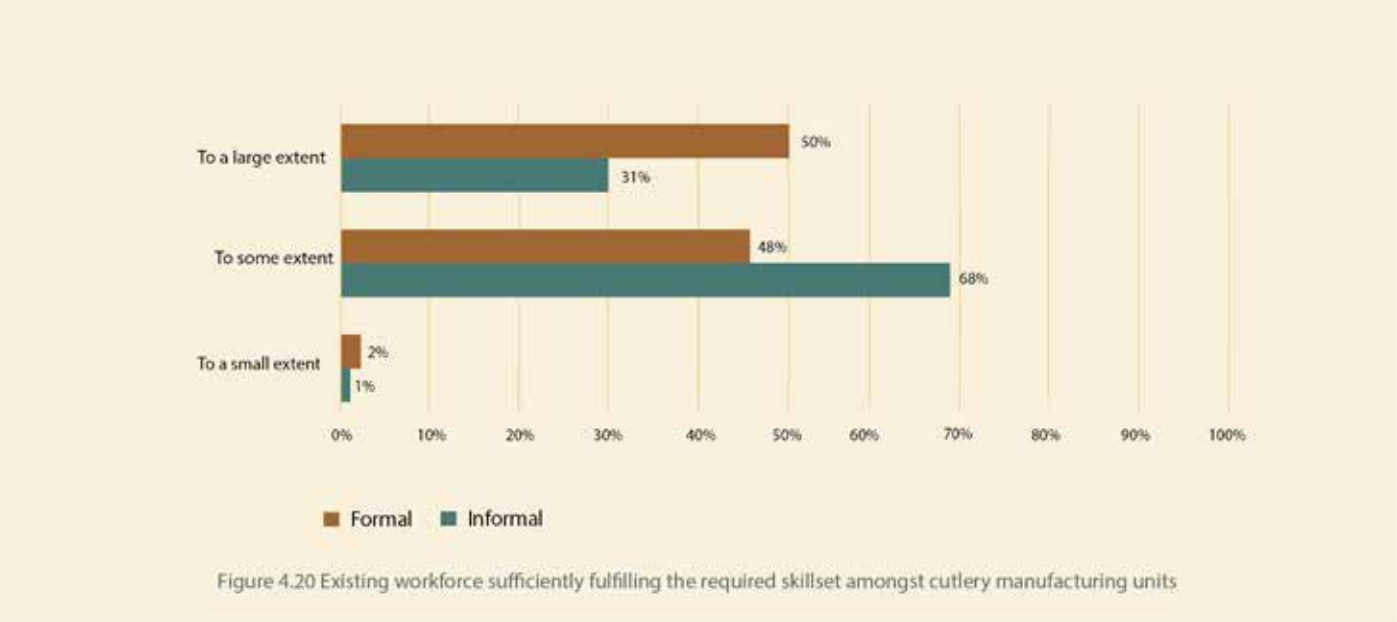


4.4.2 Occupations in demand and skills gaps – cutlery manufacturing units

Employers/managers amongst cutlery manufacturing units were also asked upon their views regarding skillset sufficiency amongst their existing workforce. Around 50% of formal employers and 31% of informal employers felt that their current workers fulfilled the required skillset for the associated activities/tasks **to a large extent**. Remaining employers/managers felt that the skillset was fulfilled to a certain extent. Similar to surgical manufacturing, this depicts considerable skill gap and potential for capacity building of workers in cutlery manufacturing sector.

The occupation-to-skill maps below help identify broad skill gaps in each component of cutlery manufacturing. Key findings include:

1. Similar to surgical instrument manufacturing, there is a weakness/limited availability of **grinders and polishers**. Again, this is primarily due to the adverse working



conditions faced by individuals specializing in this area. Where available, there is potential for further improvement and refinement in skills, such as:

- i. Grinders: Material removal Job balancing on grinding wheel Offsetting/Chamfering
  - ii. Polishers: Material removal; Techniques for removal of burrs, marks, cuts, etc.
2. Increased automation has also begun to take place in cutlery manufacturing. Different types of machinery (indicated in Table 4.4) is used along the manufacturing chain. “Learning by doing” or guided by experienced co-workers has been the primary method of machine utilization. Thus, there is an identified skill gap in optimal **use, application and maintenance of machinery** at various steps indicated in the skills map.
3. **Die-makers** were also noted as an occupation/skill gap during the metal forming stage. This was followed by **pressman/operator**.

Processes	Activity	Occupation	Skills				
Metal Forming	Die making	Tool-and-die makers	Lathe, milling, wire cut, spark erosion, boring, drilling, surface grinder machine operations	Linear and three dimensional Measurement	Studying mechanical drawings	Die fitting & alignment	
	Blanking	Press man/ operator	Die fitting & alignment	Measurement	Cutting stroke adjustment	Sheet cutting optimization	
	Bending		Eccentric press, shearing press operations	Eccentric press, shearing press maintenance			
	Straightening & Coining	Press man/ operator	Die fitting & alignment	Bending stroke adjustment	Eccentric press operations	Job feeding and removal	Eccentric press, maintenance
Surface Treatment	Edge making/Grinding	Press man/ operator	Cutting stroke adjustment	Friction screw press operations	Friction screw press maintenance	Die fitting & alignment	Job feeding and removal
	Polishing	Grinders and tool sharpeners	Material removal	Job balancing on grinding wheel	Offsetting/ Chamfering		
Handle Making	Handle Making	Polishers	Material removal	Techniques for removal of burrs, marks, cuts, etc.			
Assembly & Packaging	Handle/Accessories fixing	Handle makers	Edge length and thickness control	Riveting	Fitting	Alignment	
	Quality Assurance	Assembler	Riveting	Fitting	Alignment		
	Packaging	Quality and product inspectors	Quality Assurance				
		Supervisors/ Foreman	Minimum waste generation				

Table 4.4 Cutlery Manufacturing - occupations and skills by component



4.5 Employment Demand – Present and Near Future

Determining current or future employment demand in the surgical instrument and cutlery manufacturing sectors was done by obtaining estimates from multiple key stakeholders. This is because published data regarding current or future employment in the two sectors does not exist. Likewise, baseline data on number of units by type in each of the subsectors in Punjab does not exist. However, with assistance from the Surgical Instrument Manufacturing Association of Pakistan as well Pakistan Cutlery and Stainless Steel Utensils Manufacturers & Exporters Association, membership count of formal units along with estimates of informal units in their sector was provided. Using these figures, together with feedback from sector experts on estimates of the size of the informal sector, projections were made. Thus, the estimates provided below must be treated as broad indications of the current/near future demand.

Process	Occupations	Major Activity	Current Employment	Current Additional Demand
			No of employees	No of Current Vacancies
Die making	Die Maker	Reverse Engineering	180	70
		Innovative Product	89	43
Forging	Hammer man & Pressman Shot Blasting Machine Operator	Blank Cutting	126	31
		Pre and final Forging	72	11
		Annealing	24	5
		Cold Stamping	26	4
		Shot Blasting	29	8
		Outer and Ring Trimming	24	4
Machining	Copy Milling Machine Operator Machinist (Milling and Lathe)	Ratchet and Box Milling	293	38
		Jaws Serration	466	102
		Temporary Assembly	330	46
Rough Shaping & In Process Inspection	Filer	Filing	296	50
	Inspector	In Process Inspection	145	33
	Grinder	Grinding	170	101
Heat Treatment & Material Testing	Temper man Forman Heat Treatment	Tempering/ Hardening	123	18
		Hardness Testing	46	12
		Acid Pickling	54	20
Riveting	Rivet Man	Riveting	97	40
Polishing & Final Assembly	Electrolytic polisher	Electrolytic polishing	419	53
	Polishers	Polishing, Setting & Cleaning	1034	240
	Shot Blasting Machine Operator	Sand Blasting	261	92
	Passivation man	Boil test & Passivation	53	12
	Grinder	Box Grinding	79	26
	Gold Plating Men, Powder Coating Man	Coatings	52	11
Cleaning, marking and Packaging	Packing man	Blister, polythene and Box packing	670	132
	Laser Marking Machine Operator	Laser marking	434	94
	Ultrasonic Cleaning Machine Operators	Ultrasonic Cleaning	710	138
Grand Total			6302	1434

Table 4.5 Current Employment and Demand in Surveyed Firms - Surgical Instrument Manufacturing

4.5.1 Surgical Instrument Manufacturing estimates

Based on the 283 units visited in the surgical sector, current employment was 6,302 amongst the surveyed firms. Additional demand was also stated by employers; overall, there were 1,434 vacancies currently. Employment and vacancies are shown by activity below.

The number of active SIMAP members is around 1,300 firms. Further, it is assumed by experts that for every formal firm, there exist 7 informal firms; in other words, there is a ratio of 1:7. This translates to roughly 10,400 firms overall.

Surgical Sector Size	Number	Units
Current active Association members (Formal Units)	1,300	Units
Applying ratio of 1 formal unit to 7 informal units (Informal Units)	9,100	Units
Total Units in Sector	10,400	Units

Table 4.6 Surgical Instrument Manufacturing - total units in sector

If total industry size is 10,400, then the sample of 283 firms represents approximately 3% of the industry. Accordingly, it is assumed that employment in our sample firms is also 3% of overall employment in the industry. This means that total employment in the sector is around 210,000 and with 48,000 additional demand immediately (vacancies). Further, SIMAP reported that the overall annual export growth rate is around 6.5%; assuming that employment grows at around half of this rate, projections can be formed, as shown below. Annual employment growth rate of 3% has been applied to the existing employment estimate. In 5 years, additional demand of 33,000 workers is anticipated while in 10 years, additional demand of 71,000 workers is estimated.

Period	Additional Demand
Current additional employment demand	47,800
Additional employment demand in 5 years	33,000
additional employment demand in 10 Years	71,000

Table 4.7 Demand Projections - Surgical Instrument Manufacturing

In terms of key occupations, as indicated earlier, polishers, filers, grinders, dye-fitters and machinists are and will continue to be in great demand. Estimates are provided in Annex 8.

4.5.2 Cutlery Manufacturing – estimates

Amongst the 130 cutlery manufacturing units visited, current employment was 1,399 workers. Additional demand was also stated by employers; overall, there were 551 vacancies currently amongst surveyed firms. Employment and vacancies are shown by activity below.

Process	Occupations	Major Activity	Current Employment	Current Additional Demand
			No of Employees	No of Current Vacancies
Metal Forming	Press man/ operator	Bending	200	47
	Tool-and-die makers	Die making/ Cutting/ designing	40	14
	Press man/ operator	Blanking	246	92
	Press man/ operator	Straightening & Coining	21	1
Surface Treatment	Grinders and tool sharpeners	Edge making/ Grinding	54	16
	Polishers	Polishing	498	231
Handle Making	Handle makers	Handle Making	49	25
Assembly & Packaging	Assembler	Handle/Accessories fixing	66	30
	Supervisors/ Foreman	Packaging	169	91
	Quality and product inspectors	Quality Assurance	56	4
Total			1399	551

Table 4.8 Current Employment and Demand in Surveyed Firms - Cutlery Manufacturing

The number of active registered association members is around 200 firms. Further, it is assumed by experts that there are nearly 600 informal firms in the cutlery sector. This translates to roughly 800 firms overall in the sector. If estimated total industry size is 800 units, then our sample of 130 firms represents approximately 16% of the industry. We therefore assume that employment in our sample firms is also equivalent to 16% of industry employment. This means that total employment in the sector is 8,744. Likewise, total vacancies in the sector are estimated to be 3,444. The Association reported that the overall annual export growth rate is around 7.5%; assuming that employment grows at around two-third of this rate, projections can be formed, as shown below. Annual employment growth rate of 5% has been applied to the existing employment estimate. In 5 years, additional demand of 2,500 workers is anticipated while in 10 years, additional demand of 5,500 workers is estimated.

Period	Additional Demand
Current additional employment demand	3,400
Additional employment demand in 5 years	2,500
additional employment demand in 10 Years	5,500

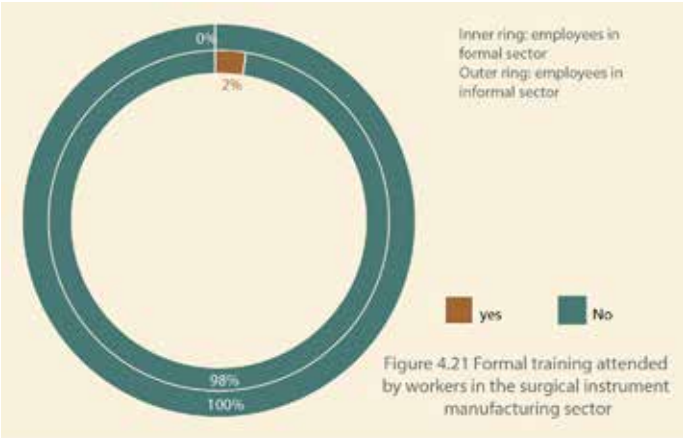
Table 4.9 Demand Projections - Cutlery Manufacturing

Key occupations currently in demand and to be demanded in this sector in the future will comprise of polishers, grinders, die-making and die-fitters. Estimates are provided in Annex 8.

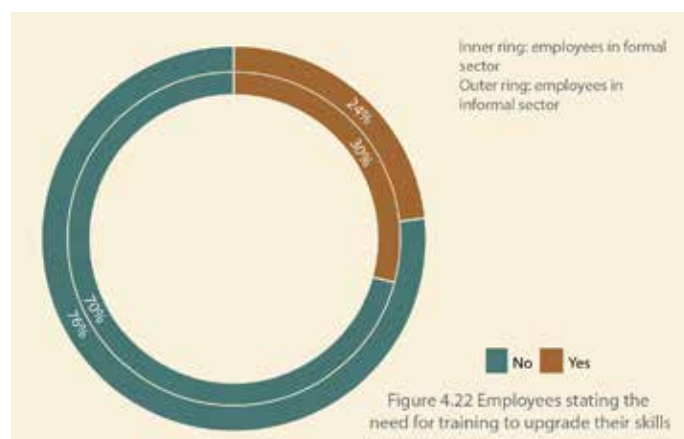
4.6 Training of employees

Formal training was rarely undertaken by employees in the surgical manufacturing and cutlery manufacturing sectors. This was the case for formal as well as informal units. This is because of the fact that informal training and on the job learning takes place in both formal and informal processing units. As noted earlier, the modality adopted for transferring skills was the informal approach, where learning by doing takes place. Employees are trained directly by owners or managers in smaller set-ups or by working alongside experienced workers. This is the main method of transferring skills to new employees or building skills of the existing workforce.

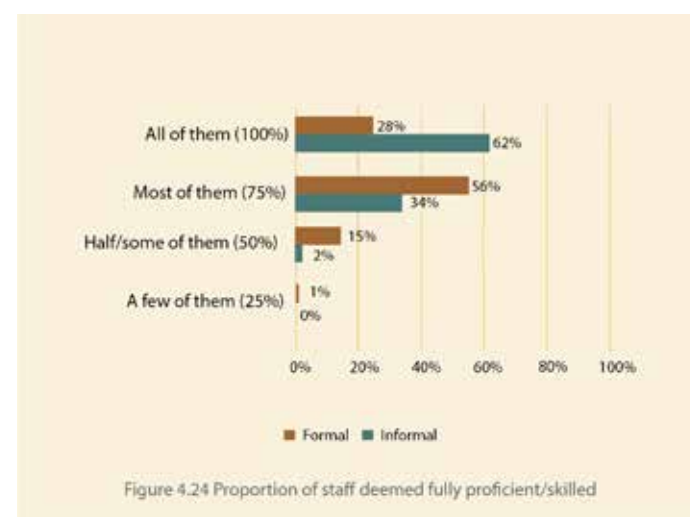
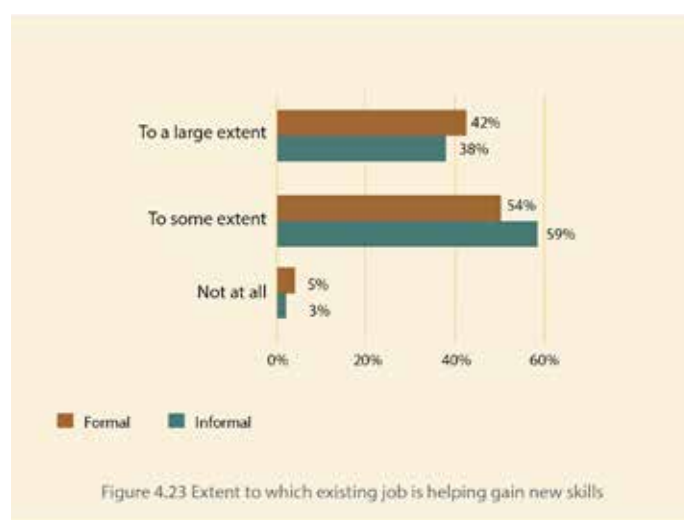
4.6.1 Training amongst surgical instrument manufacturing sector employees







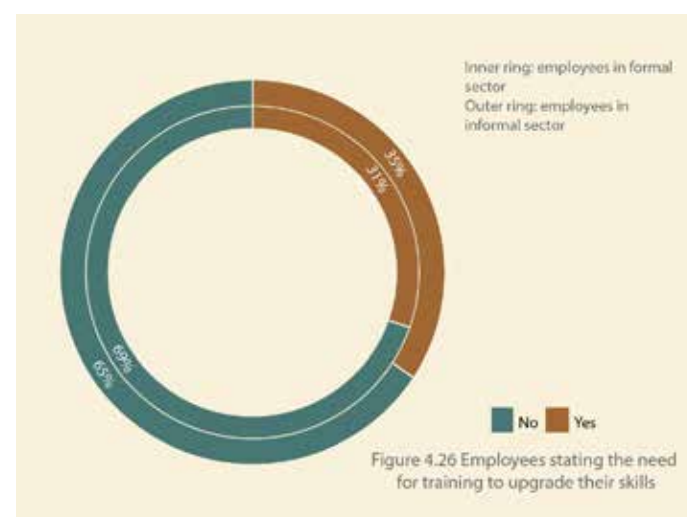
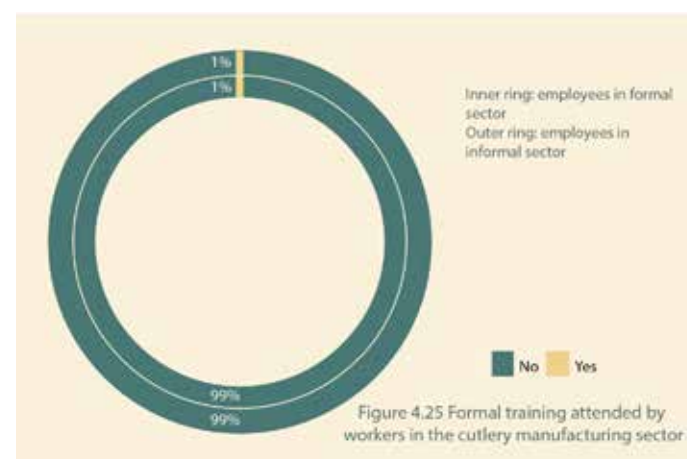
Although informal training has been common practice, this method may not necessarily be the most optimal in terms of imparting knowledge and building skills of workers, especially on new techniques and machinery. Around 30% of workers in the formal sector stated that they required more training to improve their performance, while 24% of informal workers reported the same. This is a noteworthy proportion which is aware of the fact that they need more knowledge and skills in order to sufficiently undertake existing tasks which they are responsible for. Although informal training approaches have been helpful in building the skills of workers, these techniques have been partially effective and need to be complemented with further training. Thus, there is a need to impart more training to enhance existing skill levels of employees in surgical instrument manufacturing and allow for better performance.



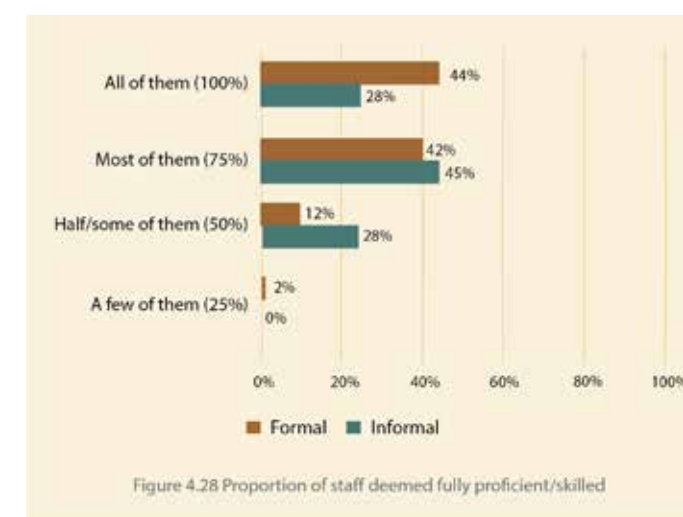
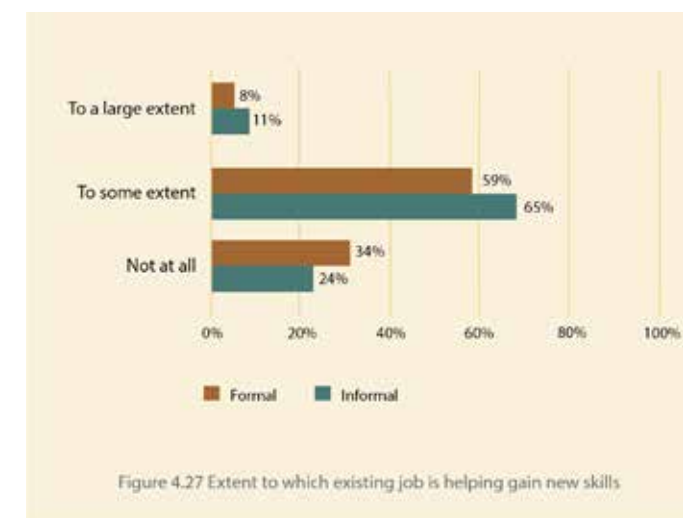
Evidence for the need of training workers was also provided from employers. Only 28% of employers in the formal units felt that all of their workers were fully proficient at their jobs. Although a higher proportion of employers at informal units deemed their staff to be fully proficient, this was mainly related to existing tasks, techniques and products. This reflects upon the room for training to further enhance the knowledge and skills of workers employed at these units, especially based on new techniques, machinery and products.

#### 4.6.2 Training amongst cutlery manufacturing employees

Again, formal training was not attended by workers in the cutlery manufacturing sector—in formal or informal units. Informal training and on the job learning takes place in both formal and informal cutlery manufacturing units, similar to surgical instrument manufacturing. Employers and experienced co-workers help impart new skills and knowledge amongst the workforce employed at the unit. However, around one-third of workers employed in the formal and informal cutlery processing sectors felt that they needed more training to upgrade their skills. Discussions held with employees revealed that although they felt that they are able to handle their existing responsibilities, they believe that further training could help improve their performance in the requisite tasks. The existing job and informal training method may have helped them in existing tasks, but has not helped them build new skills. Instead, formal training can facilitate on the job learning which is taking place to help improve performance.



Around 44% of employers in the formal units and 28% in informal units felt that all (100%) of their staff was fully proficient and skilled to undertake the requisite tasks assigned to them. This also reflects upon room to upgrade existing skills level to allow for better performance of individuals, and units overall.



#### 4.6.3 Training service providers

Training service providers (TSPs) or any other external party to help train staff was rarely used by employers in surgical instrument manufacturing or cutlery manufacturing sectors. TSPs were also not accessed or consulted in regard to recruiting new workers or train any apprentices. Employers and employees were also unaware of availability of courses related to surgical instrument manufacturing or cutlery manufacturing. Nevertheless, around half of the employers in both sectors indicated the need for support in regard to training employees – mainly based on skills related to relevant activities carried out at the respective units.

As part of this study, identification and consultations with training service providers to determine their existing status and potential to deliver training modules with support from PSDF took place. Twelve (12) TSPs were visited as part of this study, which focused on provision of courses related to surgical instrument and cutlery manufacturing sectors. The selected group included both, public and pri-

vately owned TSPs and discussions were held with their representatives. A mixed response was received from TSPs regarding their awareness of PSDF (its existence or role). There were three TSPs which were fully aware of PSDF's role; on the other hand, while some were aware of the PSDF, they were unsure of its nature of work or how it facilitates skill development. Based on these visits, it became clear that TSPs vary in terms of the offering of courses, enrolment capacity, curriculum type/use and linkages with the industry.

In general, although there were examples of a few sector specific courses amongst TSPs related to surgical instrument manufacturing, this was not the case amongst those related to the cutlery sector. TSPs responded that the skills imparted were broad, and could be applicable to sectors such as surgical instrument manufacturing or cutlery manufacturing. Delving deeper, inquiries regarding courses high in demand related to the two sectors were raised.

TSPs in Sialkot offering courses related to surgical instruments manufacturing noted that AutoCAD/CAM were high in demand amongst existing and future trainees; trainees are very interested in such computer applications due to transferrable skills amongst multiple sectors. Accordingly, 2-dimensional and 3-dimensional drafting is another popular course. This is followed by high demand for machinist courses. The curriculum followed, in general, is designed by TEVTA with modifications by private institutes where required.

For those TSPs located in Gujranwala, there were no specific courses being offered which were related to the cutlery manufacturing sector. TSP managers stated that general courses which were applicable to the sector were often selected by those aspiring to work in cutlery manufacturing. This included courses in welding, electrician and fitting. Skills imparted in these courses were applicable to requirements in the cutlery manufacturing sector as well. Moreover, similar to TSPs in Sialkot, TEVTA curriculum was generally being followed; private service providers had customized the curriculum where needed.

Table 4.5 provides a summary profile of the training institutes visited. It gives details on the location of TSPs and their branches, plans for expansion, registration status, financial audit compliance and investment plans. Further, the complete list of TSPs by courses is provided in Annexure 6 - Training Skills Providers – Course List. This includes details on course name, main trades/skills focuses upon, eligibility criteria, enrolment, duration and fees. These are useful summaries to identify potential institutes which can be supported in regard to surgical instrument and cutlery manufacturing sectors.



Name of TSP	Address / Location	Additional branches	Plans for Expansion	Belong to any industry association or local group	Registration status. (examining / certification authority)	Financial audit compliances (legal status / NTN / Tax return filing)	Affiliated with any university/ other institute	Investment Plans
CUTLERY, UTENSILS AND HUNTING EQUIPMENT MANUFACTURING RELATED								
Cutlery & Small Tools Industries Service Center	GT road, Nizamabad, Wazirabad	No	No	No	TEVTA & PBTE	TEVTA financial rules. NTN Tax return filing Audit	No	1) Capacity of existing course to 20 per course 2)Two new courses as mentioned above 3) Funds from TEVTA
Government College of Technology	Shaheenabad, Opposite Shareef Pura G. T. Road, Gujranwala	No	No	No	TEVTA, PBTE	TEVTA financial rules. NTN Tax return filing	No	No expansion plan.
Gujranwala Tools, Dies & Moulds Center	Sialkot bypass chowk, Sialkot road, Gujranwala	No	No	No	No	Government of Pakistan financial regulations. Section 42, private limited company. NTN Tax return filing Audit	NO	NO
Government Apprentices Training Centre	P.O. Climaxabad, Gujranwala	No	No	No	TEVTA & PBTE	TEVTA financial rules. NTN Tax return filing Audit	No	No
Light Engineering Service Center – TEVTA	Small Industrial Estate no. 1, G. T. Road, Gujranwala	No	No	No	TEVTA & PBTE	TEVTA financial rules. NTN Tax return filing Audit	No	1) Capacity of existing course to 20 per course 2) VCNC , CNC Machine Operator 3) Funds from TEVTA
Government Technical Training Institute Gujranwala	Pasroor Road, Gujranwala	No	No	No	TEVTA & PBTE	TEVTA financial rules. NTN Tax return filing Audit	No	No
SURGICAL INSTRUMENT MANUFACTURING-RELATED								
Govt. Apprentices Training Center	Marala Road, Sialkot	No	No	GATC produces apprentices for the Sialkot Surgical Industry.	All GATCs of Punjab are administratively governed by TEVTA Punjab. GATC has its own examination cell.	It is a Government organization.	No	A project to establish CNC Machine Shops at GATC so that apprentices of the surgical industry could be trained to manufacture innovative surgical instruments on such machines.
Government College of Technology	Paris Road, Sialkot	No	No	No, however they have Placement Officer in this institute that is linked with the Sialkot Surgical Industry.	This Government Institute working under the administrative control of TEVTA, Govt. Of Punjab. Testing / Certification is done by Punjab Board of Technical Education	NTN Tax return filing Audit	Yes, affiliated with Punjab Board of Technical Education (PBTE), Lahore	Plans to start new demand driven courses in this institute

Name of TSP	Address / Location	Additional branches	Plans for Expansion	Belong to any industry association or local group	Registration status. (examining / certification authority)	Financial audit compliances (legal status / NTN / Tax return filing)	Affiliated with any university/ other institute	Investment Plans
Institute of Surgical Technology	MDC-Iqbal Rd., Cantt Sialkot	No	No	No	This institute is being established in MDC Sialkot under the administrative control of TEVTA Punjab. The examination / certifications authority is Punjab Board of Technical Education i.e. PBTE.	This is a new institute under development. The TEVTA consolidated NTN for MDC will be used.	No	This institute is being established as per need assessment study done by the R&D wing of TEVTA Punjab. The TEVTA Punjab is funding for the establishment of this institute.
Vocational Training Institute	Small Industrial Estate, Sialkot	VTI Haider Park.	Recently established leather training classes at Ugoki Sialkot	SIMAP and other such associations related to the local industry.	It is an autonomous body affiliated with the Ministry of zakat & Usher working under PVTC Lahore where they have their own Examination Cell for testing and certifications.	NTN Tax return filing Audit.	No	-
National Institute of Design and Analysis (NIDA)	Main Khadim Ali Rd, Opp. Mehr CNG Sialkot	No	Imparting training on different software related to surgical instruments manufacturing but weak in machining shops for which they have prepared a PC-I development of surgical instruments clusters through skill enhancement " to the ministry of industries and production for approval.	SIMAP	This Institute is working under the Umbrella of TUSDEC and registered under section 42 of the company ordinance 1984	NTN Tax return filing Audit.	NO	-

Table 4.10 Details of TSPs visited



# 5

## Conclusion & Recommendations

### 5.1 Surgical Instruments and Cutlery Manufacturing Sectors: strengthening of skills

The surgical instrument manufacturing and cutlery, utensils and hunting equipment manufacturing sectors have been assessed based on surveys and consultations with employers and employees of informal and formal manufacturing units located in the main clusters, Sialkot and Gujranwala respectively, sector experts and training service providers. Feedback gathered confirms the considerable growth potential of both these sectors, especially surgical instrument manufacturing. The surgical instrument manufacturing sector of Pakistan is globally renowned, with increased exporting trends in the past as well as expectations. Moreover, the cutlery and utensil sector is also expected to further mature in the immediate future. With the existing skilled workforce, together with the large potential of human resource which can be trained, both sectors can further solidify their stance in global exports.

Due to its relatively long history in Pakistan and nature of products, the surgical instrument manufacturing sector has been able to implement technology in a number of its value chain components. Nevertheless, there is room for further mechanization, which can only take place with enhanced capacity building of the workers. The cutlery manufacturing sector lags behind the former in regard to technology utilization; as a result, it also lags behind other exporting nations. Thus, in order to facilitate growth in this sector, there is a need to train workers' technical skills in order to upgrade their expertise from conventional methods to modern technology. Accordingly, PSDF has strategically identified these sectors where skill development, employment and growth are feasible and needed.

As part of this exercise, a detailed skills map was drawn out based on evidence directly from the manufacturing units and experts. It demonstrates the relative strengths and weaknesses in terms of skills of the existing workforce. To allow for growth in this sector, and employability of workers, there is a need to train individuals to develop currently weak skills. For the surgical instrument manufacturing sector, there is a need for trained filers, grinders and polishers, die-makers and draftsmen, machinists (such as CNC machine and others identified); for the cutlery manufacturing sector, trained grinders and polishers were again cited along with die-makers, pressman/operator and machinists (e.g. lathe and milling). Training service providers, also identified in this study, and their relevant training courses can be used for this purpose. Sector-wise recommendations are provided below, focusing on skills development.

### 5.2 Surgical instrument manufacturing

#### 5.2.1 Occupations / activities to focus for skill development

The skills mapping exercise proved useful in determining the manufacturing process of surgical instruments. Moreover, it uncovered key areas where additional skills are required (immediately and in the future). Amongst the

identified skills discussed earlier, the following require immediate focus:

- Polishers
- Grinders
- Fitter General (Die Maker)
- Machinist (specialized in the surgical instruments manufacturing)
- Industrial Electronics
- Drafts Man (AutoCAD/CAM)
- Inspection and Quality Control
- Material testing and Heat Treatment
- CNC machinist and
- Forging and Press Work.

#### 5.2.2 Strengthening the link between industry and institutions for workforce development

SIMAP is a key player in the surgical instrument manufacturing sector. It is a structured body which plays an active role in matters related to the sector. Moreover, it has shown in the past and continues to take keen interest presently in interventions related to skills development. PSDF can leverage from the expertise of SIMAP in further prioritizing skills requiring immediate attention; moreover, it can work in partnership with the Association in encouraging TSPs to bid for PSDF's training schemes. The Association can serve as a valuable platform for PSDF to engage with key stakeholders in the sector. Moreover, industry-training institute linkages can be forged through this platform with support and direction from PSDF. This can allow for targeted intervention, effectiveness in implementation and visible outcomes.

#### 5.2.3 Polishers – improving health conditions

The polisher occupation – for surgical instrument and cutlery manufacturing – requires further deliberation before investing in its skills development. As noted earlier, a key reason for this skills gap and lack of available workers for this activity is based on minimal mechanized polishing machines in the sector and uncondusive working environments which put the health of the workers at risk. It is primarily due to this health hazard which has led to limited polishers in the market. In the surgical sector, availability of increasing opportunities in other flourishing sectors in Sialkot that offer cleaner working conditions at the same salary structures are also responsible for attracting potential polishers away from this sector. However, this is a crucial step in the value chain component of instrument manufacturing.

A study carried out by UNIDO<sup>19</sup> may prove useful at this stage, which is based on developing model units through distribution of polishing machines to eliminate the non-condusive production practices as can be seen at the polishing sections of the cutlery manufacturing units (this may also be applicable to surgical instrument manufacturing). The provision of these machines has several advantages including the enhanced production capacity of the beneficiary units along with elimination of health hazard environment created due to conventional production practices. This initiative is at par with the world class manufacturing

<sup>19</sup> UNIDO (2001) Cluster Development Program for Small and Medium Enterprises: Cutlery Cluster, Wazirabad, Punjab, Pakistan in Collaboration with Export Promotion Bureau (EPB), Pakistan, UNIDO,



practices and polishing machines are easily available for import. PSDF can encourage bidding TSPs to consider this option, which can then allow for targeted training on these machines.

#### 5.2.4 Institute of Surgical Technology being set up - Tuttlingen School of Surgical Mechanics

In Government. Apprentices Training Center, Marala Road, Sialkot, filing, grinding and polishing is being taught, whereas Metal Industry Development Centre Sialkot is establishing an Institute of Surgical Technology where the following eight courses are will be offered in line with skills needs: Machinist (Specialized in the surgical instruments manufacturing), Industrial Electronics, Fitter General Die Maker, Drafts Man Auto CAD, Inspection and Quality Control, Material testing and Heat Treatment, CNC machinist and Forging and Press Work. PSDF can facilitate the development of curriculum of courses and technology transfer by forging linkages with the Tuttlingen School of Surgical Mechanics, Germany. This can add value to current content design and enable skills/technology transfer from an institute specializing in surgical instrument manufacturing capacity building.

### 5.3 Cutlery, Utensils and Hunting Equipment Manufacturing Sector

#### 5.3.1 Occupations / Activities to Focus for Skill Development

Again, the skills mapping exercise proved useful in determining the manufacturing process of cutlery, utensils and hunting equipment as well. It identified key areas where additional skills are required (immediately and in the future). Amongst the identified skills discussed earlier, the following require immediate focus:

- Polishing
- Grinding
- Assembling
- Press man/ operator
- Die-Makers
- Machine operators

#### 5.3.2 Strengthening the link between industry and institutions for workforce development

As recommended for the surgical manufacturing sector, the Pakistan Cutlery and Stainless Steel Utensils Manufacturers & Exporters Association should be taken into consideration for workforce development in the cutlery sector. The association is established in the sector, with members specializing across the value chain. PSDF can leverage from the expertise of the Association in further prioritizing skills requiring immediate attention and also work in partnership with the Association in identifying TSPs to support. Similar to SIMAP, the Cutlery Association can serve as a useful platform for PSDF to engage with key stakeholders in the sector. Moreover, industry-institute linkages can be forged through this platform with support and direction

from PSDF. This can allow for targeted intervention, effectiveness in implementation and visible outcomes, as recommended in the surgical instrument manufacturing sector.

#### 5.3.3 Customized Cutlery Manufacturing Course

An important finding during this exercise was the absence of a customized course related to the cutlery, utensil or hunting equipment manufacturing sector. Instead, general courses were offered (i.e. welding), through which broad skills could be developed. Although applicable technique are imparted through such courses, they are not specifically tailored for the cutlery manufacturing sector. With growth anticipated in this sector globally as well as domestically, and the demand of additional workers, there is a need to devise curricula which is more effective and relevant to the industry. PSDF needs to support TSP(s) in developing customized curricula to ensure that occupations in immediate and future need can be optimally trained. The Association can also be consulted for this purpose so that industry feedback can be directly applied in the content design.

#### 5.3.4 Polishers – Improving Health Conditions

Finally, the situation of polishers – their demand and working conditions – is also prevalent in the cutlery manufacturing sector. As suggested above, there is a need to ensure a conducive working environment in order to allow for adequate skills to be developed and made available to the industry. Currently, workers avoid this occupation/activity due to the health risk it exhibits. The UNIDO study, as discussed above, may prove useful in developing model units through distribution of polishing machines to eliminate the non-conductive production practices as can be seen at the polishing sections of the cutlery manufacturing units. The provision of these machines can allow for enhanced production capacity of the beneficiary units along with elimination of health hazard environment created due to conventional production practices. As noted earlier, this initiative is in line with the world class manufacturing practices and cutlery polishing machines are easily available for import. PSDF can encourage bidding TSPs to consider this option, which can then allow for targeted training on these machines.

## 6

## Annexures



## Annexure 1: Term of References

### Foreword

Punjab Skill Development Fund (PSDF) is a Section 42, not-for-profit establishment set up under the Companies Ordinance 1984 by the Government of the Punjab in collaboration with Department for International Development (DFID), United Kingdom. The organization covers districts in southern, central and northern Punjab, which include Bahawalpur, Bahawalnagar, Muzaffargarh, Lodhran, Lahore, Sargodha, Gujranwala, Faisalabad, Chiniot, Sheikhupura, Rahim Yar Khan, Vehari, Khanewal and Narowal. These districts possess well-established industrial and agricultural clusters.

The work of PSDF revolves around building skills in specific trades that generate employability for the people of Punjab. The skills qualifications currently being funded are those which are below graduate level and are of less than two years in duration. The organization aims to uncover and address human resource needs (of skilled workers and technicians) in employment-intensive industrial sectors. For this, PSDF commissions sector-specific studies that explore the demand for skills and offer a comprehensive view of skills needs of entire value chains.

As part of PSDF's efforts towards gathering sound labour market information, the organization is inviting proposals from reputable survey firms to design, test and implement research instruments leading to comprehensive analysis which will assess skills needs in the cutlery and surgical instruments manufacturing sectors in the form of a Sector Skills Study. PSDF is soliciting these proposals under the Accountable Grant (AG) Agreement with DFID.

Sector Skills Studies combine qualitative and quantitative evidence to provide an in-depth skills-related picture of the sector. This is achieved by generating a profile of the sector and providing a description of its workforce and skills requirements and demand. The skills identified are those that open up new opportunities for trainees in existing enterprises as well as those that enable the trainees in setting up their own businesses. After presenting a demand picture, the sector skills studies look at the skills supply side and match available qualifications and infrastructure with skills demand. The available roster of courses, their certification arrangements, training providers in the private and public sectors, trainers with suitable qualifications, the capacity and the status of training resources, are all part of the picture determining skills supply. The studies address drivers of skills demand, and provide projections for future workforce, employment structures, wages, innovations, and skills needs. The studies provide edified conclusions and policy implications for human resource development of the sector, and will contribute to PSDF's goal of raising skills levels to provide impetus for enterprise development and producing more and better-skilled workers in the province. Specifically, these studies should help identify particular skills or qualifications that PSDF may fund.

This Sector Skills Study will focus on the cutlery and sur

gical instruments<sup>20</sup> manufacturing industry of Punjab. The

survey consultant who is awarded this project will conduct the study and provide informative analysis, recommendations and future direction. *This RFP contains all information pertinent to our solicitation, and must govern the preparation and submission of proposals.*

### Background of the Solicitation

Over their decades-long history, the cutlery and surgical instruments manufacturing sectors of Pakistan have shown increasing trade promise, with exports anticipated to grow further now that Pakistan has been awarded the Generalized Scheme of Preferences - Plus status by the European Union. These sectors are very labour-intensive<sup>21</sup>, as although mostly mechanized, each machine needs an operator and much of the work is done manually. Despite the active presence of large-scale, vertically-integrated mechanized production units, there is a preponderance of informal, unregistered production set-ups within the local market that large and medium-sized establishments outsource services to. Many of these cottage set-ups rely exclusively on non-mechanized skills. Moreover, the industry operates in a globally competitive environment of rapid technological change. This has great implications for how the workforce is structured in terms of skills training. This human resource structuring needs to correspond to specific requirements in technology, design, product development, quality testing, and other production processes. There is also a parallel urgency to incorporate higher levels of hand skills which are vital for those working within the informal sector and offer significant livelihood opportunities through small-scale entrepreneurship. Through this study, PSDF aims to understand and address skills deficits that potentially obstruct anticipated growth rate and erode industry competitiveness globally.

### 1. Required Qualifications

The establishment submitting proposals should have the following minimum qualifications:

- Registered in Pakistan;
- Financially capable of rendering all requested services (evidenced by financial statements/balance sheet);
- Employs competent and experienced personnel;
- Willing and able to guarantee the delivery of products and services in accordance with the performance level required by these ToR;
- A demonstrated good track record of conducting large-scale surveys in Pakistan will be an advantage;
- Previous experience of work in the cutlery and surgical instruments manufacturing sectors will also be an advantage.

### 2. Project Goals and Objectives

- This assignment involves the design and administration of survey questionnaires and structured interviews which will be analyzed and used to:
- assess current skill levels<sup>22</sup> (both vocational and professional) in the two sectors of Punjab (not limited to the fourteen districts where PSDF operates);
- inform PSDF's plan to strengthen the skill potential of

workers in the sectors; this will include identification of trades in demand, training courses required and training delivery options;

- identify skills delivery gaps and the contribution required of other industry players;
- develop medium- to long-term targets for human resource development (HRD) for the sectors focusing on vocational and technical skills; and
- identify key actions for technical and vocational education and training (TVET) policy and practice that will strengthen the sectors and indicate complimentary policy actions to deal with HRD issues.

### 3. Scope of work

The work shall concentrate primarily on technical and vocational skills (worker/operator level) but will also address HRD requirements for senior- and middle-management tiers. It will address skills which require technical training inputs, knowledge of complex operations and machinery, skills of supervision, and also skills which can be acquired with a short/modular and focused intervention and thereby enhancing employability of those with minimal education.

The report shall provide distinct analyses of the skills needs of formal and informal establishments, addressing the contribution of the informal sector to a significant and representative measure. The study will include vertically integrated units and any cross-cutting between subsectors will be mentioned for clarity.

The scope of work involves:

a) **Preparation of questionnaire** which will be administered to a sample of formal (registered) and informal (unregistered) cutlery and surgical instruments manufacturing units in all of Punjab. The consultant shall ensure that the sample is representative and at the same time, the needs of progressive establishments (i.e. leading industrial players) are to be clearly captured and articulated<sup>4</sup>. This sampling strategy must be clearly described in the proposal. All establishments to be included will be identified by the consultant and approved by PSDF. The sample will be surveyed by means of a questionnaire that will be developed by the consultant and approved by PSDF. Manufacturers shall also be assessed as trainers offering on-the-job training (OJT).

b) **Interviews of business experts from each sector (totaling of up to 40):** these in-depth interviews shall identify skills shortages and gaps and will obtain thorough feedback on emerging trends in technology and operations especially those with significant implications on associated skills, the relevance and quality of courses and, effectiveness of Training Service Providers (TSPs). This interview schedule and questionnaire will be developed by the consultant and approved by PSDF.

c) **Examining and informing on the current training landscape**, including TSPs and in-house training services provided by manufacturers. Based on interviews of TSPs and OJT providers (whose selection is to be approved by PSDF), the consultant shall assess available training options, their relevance, quality and capacity. Training providers' capacity to develop and adapt curricula, train trainers,

offer new vocational/technical courses, follow quality control of reputed certifying agencies and to establish strong linkages with employers, will be assessed. A comparison of skills needs and available supply shall be used to develop an analysis of gaps in training supply. Missing trades and curricula will be identified along with a recommendation on their development. This interview schedule and questionnaire will be developed by the consultant and approved by PSDF. To enrich the study's perspective, the consultant shall also incorporate insight from current and potential trainees (this could include individuals working at sample establishments).

d) **Detailed quantitative and qualitative analysis** based on the preceding points, followed by recommendations compiled in a report.

### 4. Contents of the report

Addressing both sectors distinctly, the final report shall be



organized so as to include the following sections:

#### 1. Industry snapshot

- overview of the sector and its growth and relevance to Pakistan, including employment potential, production processes, export performance, and regulatory environment - covering both formal and informal establishments;
- map the sector in terms of the size and product characteristics of its various entities; identify product segments, geographical clusters from amongst Punjab's districts and specializations within each (with pictorial representation);
- provide a brief overview of the sector's trading performance for key products, including the sector's global trade position, national sector data, and imports and exports over the last five years;
- describe briefly the current status of the industry and changes that are beginning to, or are expected to affect it; in particular, technology, organizational changes, price competition, etc. and the sector's response to these;
- a summary of other studies, reports, policy papers, strategies, and other documents developed in recent years for the sector.

#### 2. Workforce characteristics

- Map the structure and status of existing workforce of the sector; employment numbers (estimates), employ-

<sup>20</sup> From a trade perspective, the products of these sectors may be categorized into HS codes 8201–8215, 9018 and metal products from 9021 and 9022.

<sup>21</sup> Common job titles include metal, machinery and related trades workers, sheet metal workers, welders, forging press workers, metal polishers, wheel grinders and tool sharpeners, handle makers, tool-and-die makers and supervisors, quality and product inspectors, mould makers, die finishers, among others

<sup>22</sup> Basic, technical, and soft skills



- ment by gender, temporary vs. permanent employment<sup>23</sup>, seasonal employment, self-employed and employees, turnover rate, working hours; comparisons of labour productivity with competitor countries, average wages, role of labour intermediaries<sup>24</sup>;
- b. Map for each sector typical job titles within each occupational area using International
- c. Standard Classification of Occupation; and
- d. Develop a profile of the current qualification and training status of employed workforce.

### 3. Skills analysis

- a. This section will cover the area of pre-employment skills and upskilling of existing workers and, a) provide an occupation/job title-to-skills<sup>25</sup> mapping, followed by a skills-to-qualifications mapping exercise (map each job title/occupation role to skills only if formal
- b. qualifications are not available);
- c. provide projections (annual for the next ten years) by skills and by qualifications. Where a qualification is available, projection may be provided against that, otherwise a skills area may be mentioned and explained.
- d. identify existing and future skills shortages for new recruitments (based on current vacancies);
- e. determine incidence and causes of vacancies reported as hard-to-fill<sup>26</sup> as a result of a lack of skills, qualifications or experience (skills shortage<sup>27</sup>).
- f. identify skills gaps<sup>28</sup> in current labour force;
- g. work out an estimate of skills needs of the sector broken down by qualifications and levels;
- h. recommend appropriate training strategies in case conventional training models do not apply;
- i. deficiencies in core and basic skills (literacy, numeracy, communication, and planning and creativity, etc.) shall also be identified;
- j. the consultant shall recommend skill areas that women can be trained and employed in, and,
  - a. identify and assess existing sources of training supply;
  - b. assess employers' ability and capacity (in terms of numbers and trades) to train individuals under suitable arrangements;
  - c. explore possible training delivery modes which can be funded by PSDF, assess possible levels of industry contributions and that of public-sector TSPs, and shall suggest mechanisms for ensuring job placement of PSDF-funded trainees after completion;
  - d. assess the nature (relevance and quality) and extent of supply capacity while differentiating between institutional capacity and OJT capacity;
  - e. identify strengths and weaknesses of private-sector TSPs;
  - f. propose areas for investment by public providers;
  - g. append to the report a list of TSPs with courses and enrolment capacity;
  - h. point out gaps and areas where curricula development is needed;
  - i. assess 'training of trainers' requirements within each subsector;
  - j. identify existing national and international curricula that meet the industry's need and append copies;
  - k. course evaluation: assess the availability of course curricula and that of manuals for each trade/technology and employer satisfaction with courses on offer; identify new

trades/technologies/skills that need to be imparted and for which no courses are available;

- l. analyze certification options (national and international) and provide an assessment in view of industry needs;
- m. identify skills in which international expertise may be engaged; course options and possible international suppliers of repute will be identified.

<sup>23</sup> Permanent/regular workers are defined as those whose main job is a permanent job or with a work contract of unlimited duration and whose contracts last for 12 months and more. Contractual/temporary workers are those whose main job is of occasional, casual or seasonal nature; this includes daily workers. Contractual employees are hired for a specific job at a specific rate of pay. A contract employee does not become a regular addition to the staff and is not considered a permanent employee.

<sup>24</sup> Entities that stand between the individual worker and the organization that needs work done.

<sup>25</sup> Skills shall be defined as tasks that workers are required to perform in a particular job – in TVET parlance "key competencies".

<sup>26</sup> Hard-to-fill vacancies are those positions against which establishments are unable to find a suitable candidate within the relatively medium to long term, at prevailing wages through the usual recruitment procedures. The number of such vacancies is often reflective of qualitative discrepancies or inflexibility in the overall labour market such as deficiencies in previous training and/or mismatching of an establishment's own internal training activities. Other reasons cited include employers demanding unrealistic requirements of applicants, or that the jobs offered may be low-skilled or low paid and involve relatively unattractive work and working conditions.

<sup>27</sup> A skill shortage vacancy is one that occurs when an employer cannot find applicants with the right skills, qualifications or experience to do the job. Jobs are thus left vacant.

<sup>28</sup> A skill gap exists when an employer thinks a worker does not have enough skills to perform their job with full proficiency. Skills gaps apply to existing employees.

## 5. Key Tasks

### 5.1 Inception Meeting and Finalization of Work-plan

Meetings are to be held with PSDF as deemed appropriate, to review and discuss the process of conducting the survey, clarifying the roles and responsibilities and to receive concurrence on project direction. Relevant background information will be provided to the consultant during this initial phase. The consultant is required to visit PSDF premises and meet relevant staff members in order to gain deeper insight into the realm of PSDF's work. Following the initial round of meetings, the final work plan and schedule of deliverables are to be submitted by the consultant within **one week** of the start of the assignment. *The scope of work proposed in the submission may therefore be revised after the meeting upon mutual agreement.*

### 5.2 Document Review

The survey consultant will review all relevant documents, including regional and national reports and other background information relating to the context of this assignment. This review is to be completed within **two weeks** of the start of the assignment, and be included in the literature review section of the report along with references and citations.

### 5.3 Survey Design

In addition to providing details regarding survey instruments, the proposal shall indicate how the Bidder plans to manage the survey design process, including finalizing data elements, designing instruments, and incorporating input from the PSDF team. The proposed questionnaire(s) and interview schedule are to be submitted to PSDF for review and finalization **within a month** of the start of the assignment. The proposed design for this survey should include the following:

#### 5.3.1 Survey Instrument

The survey tool to be administered to the establishments will be designed to capture:

- a. general information about the respondent, including but not limited to the following:
- b. size of establishment, age of establishment, divisions within the sector and workforce structure, product(s) or type(s) of product that the establishment is involved in category (importer or exporter), type of business (producer or distributor), scope of operations if applicable, information about destination markets (national/international), industry regulators, contact information.
- c. growth trends and prospects for each sub-sector;
- d. data needed to determine the type and level of skills needed in each subsector d) data needed to determine the current and future demand for these skills
- e. data needed to determine the availability and accessibility of (certified and accredited) skills training for present and future workforce
- f. data needed to determine the level of utilization of TSP

services by the respondent and the capacity of the firm to train

- g. list of issues and obstacles encountered with regards to training workforce
- h. information regarding relationship with TSPs (i.e. whether they provide on-the-job training;
- i. or partner with or recruit external TSPs, etc.)
- j. all other information mentioned in section 4 of this ToR

### 5.3.2 Sampling Plan

The proposal should provide a proposed sampling approach, including sample targets, and sampling frames to meet the study objectives.

#### 5.3.3 Data Collection Methods

The proposal must provide details of data collection instruments, procedures, and techniques to be applied. If any innovative methods and techniques are used for improving the quality of data, reducing respondent burden, and increasing response rates and sample representativeness, they must be mentioned with references to their successful application in other studies.

#### 5.3.4 Data Quality Control

Data quality monitoring plans will be devised by the survey consultant to ensure sampling targets are met. The proposal should specify the process that will validate the quality of the dataset. The consultant will also provide weekly reports on the status of the overall project, as well as distributions of key variables, as determined at the inception meeting. The proposal should also indicate the best process to facilitate timely third-party data reviews.

#### 5.3.5 Survey Pretests

Prior to the implementation of the main survey, various components of the survey instrument, recruitment, response rates, and data retrieval methods will be tested. Appropriate changes will then be made to proposed survey methods to arrive at a final survey plan. Proposals should indicate if pretests are needed, and if they are, what should be pretested and how.

### 5.4 Survey administration

The implementation of the survey will include the following tasks which should be addressed in the proposal:

- supervision of survey activity;
- selection and training staff/enumerators to collect data;
- contacting respondents as per the proposed sampling plan; this may require public outreach and marketing of the survey before directly contacting the sample respondents;
- printing of questionnaires and other materials;
- distribution of survey materials to enumerators;
- conducting interviews and assembling survey responses;
- validation and coding of the survey database.

Enumerators' training manuals (which will include definitions of key terms and other information) and training schedules shall be shared with and approved by PSDF. PSDF representatives may also attend enumerators' train-



ing sessions.

5.5 Interviews of Industry Experts

Interviews are to be conducted with experts from the cutlery and surgical instruments manufacturing sectors to gather more in-depth information. Effort should be made to reflect and synthesize views of experts actively engaged in the industry. The bidder should be able to demonstrate its ability to identify and reach out to such experts. The list of these experts will be shared with PSDF.

5.6 Reporting on the Current Training Scenario

Institutional training providers and possible employers that can act as trainers will be assessed in addition to other players affecting supply. Input from current and potential trainees will also be incorporated.

5.7 Survey Database Development and Documentation

Data collected are to be compiled and analyzed. All data records are to be maintained and made available for verification as needed.

5.8 Report

Prior to the submission of the draft report, the consultant shall submit to PSDF the draft Table of Contents for finalization. A draft report on the findings with recommendations is to be submitted to the PSDF team for review within six weeks after the closure of the data-collection period. Quantitative and qualitative analyses must be conducted to present the findings. Within **two weeks** of receiving comments from PSDF, a final report is to be prepared and submitted.

6. Project Deliverables

- A survey database that comprises cleaned and coded data in SPSS, MS Excel and/or Access (in both paper and electronic forms).
- Documentation that includes progress reports, a full final report, results and analyses, sampling plan, stratification, survey instruments, data dictionary, and other technical memos.
- A presentation portraying survey findings and recommendations shall be delivered to PSDF.
- The research firm will also be presenting their findings and recommendations to industry stakeholders in an event organized by the firm. The entire expenditure of this event will be covered separately and directly by PSDF.

7. Duration

It is anticipated that the duration of the project shall not exceed three months. The project will commence upon approval of the proposal and signing of an agreement between the surveyconsultant and PSDF.

8. Budget

All currency calculations should be shown in PKR

9. Submission of Proposals

Proposals must be submitted by the deadline on the given formats, with complete supporting documents, according to the guidelines given in the document titled Instructions to Bidders.

10. Appraisal of Proposals

Project proposals will be evaluated by an Evaluation Committee (EC) constituted by PSDF. The selection of Bidders will be based on experience, competence and proposed sampling, survey, and analysis methodologies. The quality of each proposal will be evaluated in accordance with the award criteria, details of which are available in **Instructions to Bidders** (next section).

Instructions to Bidders

11. Solicitation Documents

11.1 Contents

The Bidder is expected to examine all instructions, general conditions, forms, terms and specifications contained in the solicitation documents (RFP). Failure to comply with these documents will be at the Bidder's risk and may affect the evaluation of the proposal. Proposals that do not comprehensively address the scope of work and requirements will be rejected. Inability to comply with the corresponding instructions, general conditions of contract, terms and specifications should be clearly mentioned in the technical proposal, in the absence of which they shall be construed as having been accepted by the Bidder and shall be complied with.

11.2 Clarifications

If any clarification of this RFP is required by a prospective Bidder, they may notify PSDF in writing. This request shall be addressed to the AG Manager (mailing address indicated on the cover page of this document). All requests for clarification of the RFP must be received by **Monday, 15 September 2014**, after which PSDF will be unable to entertain requests for clarification. PSDF will respond in writing to such requests. If the information contained in PSDF's response to these requests is necessary in submitting applications or if the lack of it would be prejudicial to other prospective Bidders, PSDF will furnish written copies of the response to all prospective Bidders as an amendment to this RFP. PSDF's response will include an explanation of the query but will not identify the source of the inquiry. It must be noted that the queries should necessarily be submitted in the following format:

S. No.	RFP document / section reference	Page reference	Paragraph reference	Queries
1				
2				
3				

11.3 Amendments

At any time prior to the deadline for submission of proposals, PSDF may, for any reason, whether at its own initiative or in response to a clarification requested by a prospective Bidder, modify the RFP by amendment. All prospective Bidders that will have received the RFP will be notified in writing of all amendments to the document. In order to afford prospective Bidders reasonable time in which to take the amendments into account in preparing their offers, PSDF may also, at its discretion, extend the deadline for the submission of proposals.

12. Preparation of Proposal

12.1 Language of the proposal

The proposals prepared by the Bidders and all correspondence and documents relating to the proposal exchanged between the Bidders and PSDF shall be written in English.

12.2 Proposal currency

All prices shall be quoted in PKR.

12.3 Period of validity of proposal

Proposals shall remain valid for 180 calendar days after the date of submission prescribed by PSDF, pursuant to the deadline clause. In exceptional circumstances, PSDF may solicit the Bidder's consent to an extension of the period of validity. The request and the responses thereto shall be made in writing. The Bidder granting the request will not be required nor permitted to modify its proposal.

12.4 Proposal documents

The bid dossier should comprise the following:

12.4.1 Technical proposal

The Technical Proposal shall consist of the following:

- a. Bidder's organizational profile, in accordance with Form 1
- b. Implementation team proposed by the Bidder for the project, in accordance with *Form 2* (including CVs of all individuals involved in project implementation)
- c. Bidder's experience profile, in accordance with *Form 3*
- d. Research methodology proposed by the Bidder, in accordance with *Form 4*
- e. Letter of Bid, in accordance with *Annex 1*
- f. Written confirmation authorizing the signatory of the Bid to commit the Bidder
- g. In case of a bid submitted by a Consortium or Joint Venture (JV), JV agreement, or Letter of Intent (LOI) to enter into a JV including a draft agreement, indicating

clearly the responsibilities/services to be performed by the respective partners and the reasoning for opting for the partnership

h. Declaration

**Organizational Profile:** It is important to have a strong team and provide evidence that they possess the skills and experience necessary to manage the proposed project and deliver its different components. For collaborative projects, information should be provided about each partner organization. It should be clearly specified who is the applicant (only one organization) and who is an implementing partner. *Forms soliciting this information are attached with this document as Forms 1, 2 and 3.*

**Proposed Research Methodology:** The proposal document should clearly explain the sampling strategy to be adopted by the Bidder; highlighting data collection, tabulation and analysis methods to be followed. Forms soliciting this information are attached with this document as Form 4. This document should not contain any financial information. ***Cost and financial estimates need to be provided in a separate sealed envelope as part of the financial proposal.***

12.4.2 Financial proposal

The Bidder shall indicate, following the format of the budget template (attached with this document as a spreadsheet titled 'PSDF cutlery and surgical instruments manufacturing Sector Skills Study - Financial Proposal), the prices of the services it proposes to supply under the contract. The financial proposal should provide a detailed costing related to the scope of work. Separate costing should be provided for the chosen survey sample of formal and informal units within the cutlery and surgical instruments manufacturing sectors, as well as interviews with experts and TSPs/OJT providers. It is the responsibility of the Bidders to ensure that all information detailed in this clause is contained in the financial proposal that is submitted to PSDF.

12.5 Taxes

The quoted costs should be inclusive of taxes. However, the Bidder should specify the applicable taxes in the space provided in the Financial Proposal, which will be subject to discussion during agreement negotiations.

12.6 Format and signing of proposal

The proposal shall be signed by the Bidder or a person or persons duly authorized to bind the Bidder to the contract. The proposal shall contain no interlineations, erasures, or overwriting, except, as necessary to correct errors made by the Bidder, in which case such corrections shall be initiated by the person or persons signing the proposal.

**Note: The technical part of the proposal must not contain any pricing information whatsoever on the services offered.** Pricing information shall be separated and only contained in the appropriate budget template (attached spreadsheet).



## 13. Submission of Proposals

*Bidders must submit their offer strictly in compliance with the procedures described hereafter.*

### 13.1 Sealing and marking of proposals

The Bidders shall prepare **two paper copies** of all documents required as part of the proposal, clearly marking one paper copy as 'Original Proposal' and the other as 'Copy of Proposal'. In the event of any discrepancy between the two paper copies, the Original Proposal shall be deemed as the accurate one for the purposes of this RFP. In addition to this, one CD-ROM or flash drive containing an electronic copy (labelled 'Electronic Copy') of all proposal documents in PDF format (except the Financial Proposal) must be provided in a separately marked and sealed envelope. In the event of any discrepancy between the Original Proposal and the Electronic Copy, the former shall be deemed as the accurate proposal.

The Bidder shall seal the proposal in **one outer and two inner envelopes**, as detailed below. The outer envelope must be marked '**RFP: Sector Skills Study for Cutlery and Surgical Instruments Manufacturing**', and addressed to the:

Manager, Accountable Grant, Punjab Skills Development Fund (PSDF), House #125, Abu Bakar Block, New Garden Town, Lahore.  
Tel. +92 42 35857781

Each of the two inner envelopes shall indicate the name and address of the Bidder. Each envelope needs to be signed by the Bidder or person(s) duly authorized to bind the Bidder to the contract.

The first inner envelope shall contain the **two paper copies of all the documents** (comprising the Technical Proposal) as specified above, with the exception of the Financial Proposal. These will be clearly marked as Original Proposal and Copy of Proposal. This envelope will also contain a **CD-ROM or a flash drive** bearing PDF copies of all documents required, with the exception of the Financial Proposal.

The second inner envelope shall include the **two paper copies of the Financial Proposal** duly identified as such and clearly marked as Original Proposal and Copy of Proposal. This envelope will also contain a **CD-ROM or a flash drive** bearing all financial information (spreadsheets) required by PSDF.

**Note:** *If the inner envelopes are not sealed, signed and marked as per the instructions in this clause, PSDF will not assume responsibility for the proposal documents' misplacement or premature opening.*

### 13.2 Deadline for submission of proposal

Proposals must be received by PSDF at the address specified under clause 13.1 no later than 5 pm, **Monday, 22 September 2014**. It is the exclusive responsibility of the

Bidder that the sealed envelopes reach the above address before the closing date of this RFP. Any offer received after the official closing time and date will be rejected. The receipt of applications will be confirmed within a week of their receipt by PSDF. It must be noted here that PSDF may, at its own discretion, extend this deadline for the submission of proposals by amending the RFP, in which case all rights and obligations of PSDF and Bidders subject to the original deadline will be deemed to have been extended to the new deadline.

### 13.3 Modification and withdrawal of proposal

If the need arises, the Bidder may withdraw their proposal after submission, provided written notice of the withdrawal is received by PSDF prior to the deadline prescribed for the submission of proposal. The Bidder's withdrawal notice shall be prepared, sealed, marked and dispatched in accordance with the provisions of clause 13.1 and must be sent in paper copy to PSDF at the address given in the same clause. No proposal may be withdrawn in the interval between the deadline for submission of proposals and the expiration of the period of proposal validity specified by the Bidders on forms that will accompany the proposal. *No proposal can be modified by the Bidder once it has been received by PSDF.*

## 14. Cost of Proposal

The Bidder shall bear all the costs associated with the preparation and submission of the proposal. PSDF and DFID will under no circumstances be responsible or liable for costs associated with the submission of the proposal, regardless of the conduct or outcome of the Solicitation.

## 15. Opening and Evaluation of Proposals

### 15.1 Opening of proposals

The PSDF RFP team will open the proposals in the presence of at least three members of the Evaluation Committee.

### 15.2 Evaluation and comparison of proposals

The EC formed by PSDF shall evaluate submitted proposals and recommend the award of contract. This evaluation will comprise a detailed scrutiny of the proposal document, i.e. the organizational, technical and operational proposal, and the financial proposal, closely based on the Quality-Based Selection (QBS) scheme. The financial proposal will be opened after the evaluation of the organizational and technical proposal document has been completed by the EC. Only one financial proposal will be opened i.e. that of the top scorer, given that the firm obtains a score of more than 65% in technical evaluation. The technical evaluation will be based on the following criteria: Implementation team - 25%; Experience profile of organization- 25%; proposed research methodology - 50%.

## 15.3 Clarification of proposals

To assist in the examination, evaluation and comparison of proposals, PSDF may at its discretion, ask the Bidders for clarification of its proposal. The request for clarification and the response shall be in writing and no change in price or substance of the proposal shall be sought, offered or permitted.

### 15.4 Right to accept or reject any or all proposals

PSDF reserves the right to accept or reject any proposal, and to annul the proposals process and reject all proposals at any time prior to contract award, without thereby incurring any liability to Bidders.

## 16. Award of Contract

### 16.1 Award criteria

PSDF expects to award the contract to the Bidder whose application, conforming to this RFP, offers the best value for money by attaining the highest mark on the assessment of their technical and financial proposals by the EC. The award of contract will be subject to a minimum quality criteria being met, and subject to the condition that the financial costs submitted by the Bidder do not exceed the amount of the grant received by PSDF from DFID for the Sector Skills Study. PSDF may make an award on the basis of initial applications received, without discussions or negotiations. Therefore, each initial application should contain the Bidder's best terms from a cost and technical standpoint. PSDF reserves the right (but is not under obligation), however, to enter into discussions with the Bidder who has been awarded the contract to obtain clarifications, additional detail, or to suggest refinements in the research methodology, organizational and operations strategy, budget or other aspects of the proposal on the basis of which award has been made. This procurement will be carried out in accordance with DFID procedures agreed in the Accountable Grant letter.

### 16.2 Right to vary requirements at the time of the award

PSDF reserves the right at the time of the award of contract to vary the quantity of services and goods specified in the RFP without any change in price or other terms and conditions.

### 16.3 Signing of the contract

Within seven calendar days of receipt of the contract, the successful Bidder shall sign and date the contract and return it to PSDF at the address given in clause 13.1.



## Annexure 2: Questionnaires

People with stamp

# QUESTIONNAIRE: EMPLOYERS/ MANAGERS

## Cutlery, Utensils and Hunting Equipment Manufacturing

Questionnaire Number (For official use only)	ID	D	D	Sr. No.	FIRM CODE	Sr. No.
						1

## Section-A: Unit and Respondent Profile

ID	Question	Response
<b>Firm Profile</b>		
ID1	Firm Name	کاروبار کا نام
ID2	Employer Address	کاروبار کا پتہ
ID3	District	Gujranwala Sialkot
ID4	Tehsil	ضلع
ID5	Union Council	تحصیل
ID6	Locale	یونین کونسل
ID7	Is your unit registered with the Government? (i.e. Registrar of Companies)	Urban Semi urban Rural
ID8	Is your unit registered with any other body? (i.e. Association; Chamber of Commerce etc.)	Yes No
ID9	Unit Size (employees)	Very Small (1-9) Small (10-29) Medium (30-100) Large (100+)
ID10	How long has your unit been operational?	_____ years
ID11	Which sub-sector does your unit belong to? (Circle all that apply)	Cutlery Hunting Equipment Utensils
ID12	How would you categorize your unit? (Circle all that apply)	Conventional Mix of conventional and modern equipment/ techniques Modern Unit
ID13	Which activities are carried out at your unit? (Circle all that apply)	Die making/Cutting/designing Shearing Bending Straightening Coining

		Edge making/Grinding	6
		Polishing	7
		Cleaning	8
		Handle/Accessories fixing	9
		Quality Assurance	11
		Packaging	12
		Others (Specify)	13
ID14	Which products does your unit produce/process? (Circle all that apply)	Domestic cutlery such as knives, forks, spoons etc.	1
		Other articles of cutlery: cleavers and choppers, razors and razor blades, scissors and hair clippers	2
		Knives and cutting blades for machines or for mechanical appliances	3
		Metal household articles: flatware: plates, saucers etc.,	4
		Hollowware: pots, kettles etc., dinnerware: bowls, platters etc., saucepans, frying pans	5
		Other non-electrical utensils for use at the table or in the kitchen,	6
		Small hand-operated kitchen appliances and accessories, metal scouring pads	7
		Cutlasses, swords, bayonets etc.	8
		Other(Specify)	9
ID15	Are you an exporter?	Yes	1
		No(Skip to ID 18)	2
ID16	If yes, to which country are you exporting your product(s)? (specify)		
ID17	If yes, which products you are exporting?	Domestic cutlery such as knives, forks, spoons etc.	1
		Other articles of cutlery: cleavers and choppers, razors and razor blades, scissors and hair clippers	2
		Knives and cutting blades for machines or for mechanical appliances	3
		Metal household articles: flatware: plates, saucers etc.,	4
		Hollowware: pots, kettles etc., dinnerware: bowls, platters etc., saucepans, frying pans and	5
		Other non-electrical utensils for use at the table or in the	6



		kitchen, باورچی خانے میں استعمال ہوں	
		Small hand-operated kitchen appliances and accessories, metal scouring pads چھوٹی ہاتھ سے چلاتے /استعمال کرنے والی باورچی خانے کی مصنوعات، برتن دھونے والی دھات کی تار	7
		Cutlasses, swords, bayonets etc. چاقو اور تلواریں وغیرہ	8
		Other(Specify) دیگر (وضاحت کریں)	9

Respondent Profile		
ID18	Name: نام	
ID19	Mobile Number: موبائل نمبر	
ID20	Gender: جنس	<div>1 Male   مرد</div> <div>2 Female   عورت</div>
ID21	Highest Education Level Completed مکمل یافتہ تعلیم کا درجہ کیا ہے؟	<div>1 No education/illiterate   کوئی تعلیم نہیں/ان پڑھ</div> <div>2 Primary   پرائمری</div> <div>3 Middle   میڈل</div> <div>4 High   ہائی</div> <div>5 Bachelors   بیچلرز</div> <div>6 Masters   ماسٹرز</div>
ID22	Did you attend any technical and vocational education and training course? (formal defined as being linked to government / TEVTA; of a fixed duration and linked to certification) کیا آپ نے کوئی ٹیکنیکل اور ووکیشنل تعلیم اور تربیتی کورس کیا ہوا ہے؟ (باقاعدہ تربیت کا مطلب ہے کہ کسی حکومتی ادارے TEVTA/ سے حاصل کردہ مخصوص دورانیے کی تربیت جس کے بعد آپ کو سرٹیفیکیٹ ملا ہو)	<div>1 Yes - formal training   جی ہاں، باقاعدہ/پاضابطہ تربیت</div> <div>2 Yes - informal training   جی ہاں، غیر رسمی تربیت</div> <div>3 No   نہیں</div>
ID23	How long have you been working in this sector? آپ کتنے عرصے سے اس سیکٹر میں کام کر رہے ہیں؟	_____ years
ID24	Are you the owner of this unit? کیا آپ اس کاروبار کے مالک ہیں؟	<div>1 Yes   ہاں</div> <div>2 No (specify designation)   نہیں (عہدے کی تفصیل بتائیں)</div>

### Section B- Employee status, occupation and skill gap

Complete the matrix below based on the area(s) in which your unit specializes.

نیچے دیے گئے میٹرکس کو

ID25 Major Activity	ID26 Major job title/ occupation	ID27 Number of employees	ID28 Level of employees	ID29 Education / Qualification of employee at this level	ID30 Required ability and knowledge	ID30_B Which of the ability/ knowledge listed in ID30 are currently weak	ID31 Vacancies	ID32 Availability of skilled workers for this position/ occupation	ID33 If hard-to-fill, what is the reason? (select all that apply)
11. Die making/ Cutting/ designing ڈائی بنانا/ کاٹنا/ ڈیزائن کرنا									
12. Shearing کٹائی									
13. Bending موڑنا									
14. Straightening & Coining سیدھا کرنا اور موپر لگانا									



ID25 Major Activity	ID26 Major job title/ occupation	ID27 Number of employees	ID28 Level of employees	ID29 Education / Qualification of employee at this level	ID30 Required ability and knowledge	ID30_B Which of the ability/knowledge listed in ID30 are currently weak	ID31 Vacancies	ID32 Availability of skilled workers for this position/ occupation	ID33 If hard-to-fill, what is the reason?
	اہم سرگرمیوں	تعداد ملازمین کی	درجہ ملازمین کا <i>(Insert codes provided at the end of the table)</i> (ٹیبل کے نیچے دیئے گئے کوڈ لکھیں)	تعلیم <i>(Insert codes provided at the end of the table)</i> (ٹیبل کے نیچے دیئے گئے کوڈ لکھیں)	اس کلم کو کرنے کیلئے صلاحیت اور معلومات جو چاہئے ہوتی ہیں <i>(Insert codes provided at the end of the table)</i> (ٹیبل کے نیچے دیئے گئے کوڈ لکھیں)	معلومات میں کمزور رہا ID30 میں بیان کیے گئے کن صلاحیت اور معلومات ID30B	(a) Number of current vacancies? کی موجودہ خالی جگہوں تعداد (b) For how long has this position been vacant (Months) ملازمت کی جگہ کتنے عرصے سے خالی رہی	بہر مند کارکنوں/ملازمین کی دستیابی <i>(Insert codes provided at the end of the table)</i> (ٹیبل کے نیچے دیئے گئے کوڈ لکھیں)	اگر بہر مند کارکن / ملازم اپلائی نہیں؟ ملتا مشکل ہے تو وجہ بتائیں؟ <i>(Insert codes provided at the end of the table)</i> (ٹیبل کے نیچے دیئے گئے کوڈ لکھیں)
2. Surface Treatment									
21. Edge making/Grinding	پالش کرنا								
22. Polishing	پاش کرنا								
23. Cleaning	صفائی کرنا								
3. Handle Making									
31. Handle Making	ہینٹل بنانا								

[illegible]







	اگر ہاں ، تو کیوں؟ ( ایک سے زیادہ جواب دے سکتے ہیں )	elsewhere ملازمین کا رویہ Attitude of worker بہت کم یا نہ ہونے کے برابر Minimum or no benefits سہولیات Others(Specify) دیگر (تفصیل بتائیں)	4 5 6
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<b>ID45</b> Are any of your current employees related to you? If yes, how many? کیا آپ کے موجودہ ملازمین میں سے کوئی آپ کا رشتہ دار /تعلق دار ہے؟ اگر ہاں تو کتنے؟	_____ Employees (ملازمین)
<b>ID46</b> Where do most of your workers originate from? آپ کے زیادہ تر ملازمین کا تعلق کہاں سے ہے؟	1. Same village/town 2. Nearby village/town 3. Another part of the district 4. Another district 5. Another province 1. خاندان کے حوالے سے آئے ہوئے لوگ 2. دوستوں کے حوالے سے آئے ہوئے لوگ 3. اشتہارات کے ذریعے 4. خود کوئی آجائے 5. دیگر (تفصیل بتائیں)
<b>ID47</b> How do you recruit workers? آپ ملازمین کیسے بھرتی کرتے ہیں؟	1. Referred through family 2. Referred through friends 3. Advertisement 4. Walk-in 5. Other 1. کوئی طریقہ نہیں ہے 2. امیدوار سے غیر رسمی بات چیت 3. امیدوار کا رسمی/باقاعدہ انٹرویو 4. درخواست فارم 5. چننے سے پہلے ہنر مندی کا ٹیسٹ لے کر 6. دیگر (تفصیل بتائیں)
<b>ID48</b> What is the recruitment/hiring workers? (circle all that apply) ملازمین کو بھرتی کرنے کا طریقہ کیا ہے؟ ( ایک سے زیادہ جواب دے سکتے ہیں )	1. No recruitment process 2. Informal interview (discussion) with candidate 3. Formal interview with candidate 4. Application Form 5. Testing of skills prior to selection 6. Other 1. کوئی طریقہ نہیں ہے 2. امیدوار سے غیر رسمی بات چیت 3. امیدوار کا رسمی/باقاعدہ انٹرویو 4. درخواست فارم 5. چننے سے پہلے ہنر مندی کا ٹیسٹ لے کر 6. دیگر (تفصیل بتائیں)
<b>ID49</b> Is any prior experience required for employment? کیا آپ کے کاروبار میں نوکری حاصل کرنے کے لئے تجربے کی ضرورت پڑتی ہے؟ If yes, how many years of experience is required? اگر ہاں، تو کتنے سالوں کا تجربہ چاہیے ہوتا ہے؟	<b>Middle Management level</b> (مثال لیول مینجمنٹ) 1. Prior experience _____ year 2. None <b>Workers Level</b> (ورکر لیول) 1. Prior experience _____ year 2. None 1. پہلے سے موجود تجربہ 2. کوئی نہیں
<b>ID50</b> Is any prior certification required for employment? (specify from where) کیا آپ کے کاروبار میں نوکری حاصل کرنے کے لئے کسی سرٹیفیکیٹ کی ضرورت ہوتی ہے؟ (وضاحت کریں کہاں سے)	1. Technical and Vocational Training Authority (TEVTA) 2. Punjab Vocational Training Council (PVTTC) 3. Punjab Board of Technical Education (PBTE) 4. Private Institute 5. Previous employer certification / letter 6. None 1. ٹیکنیکل اور ووکیشنل ٹریننگ اتھارٹی 2. پنجاب ووکیشنل ٹریننگ کونسل 3. پنجاب بورڈ آف ٹیکنیکل ایجوکیشن 4. پرائیویٹ ادارہ 5. پہلے سے پچھلے مالک سے سرٹیفیکیٹ/خط 6. کچھ نہیں
<b>ID51</b> Is any written contract/agreement provided to your employees? کیا آپ اپنے ملازمین کے ساتھ نوکری کا تحریری معاہدہ کرتے ہیں؟	1. Yes 2. No 1. ہاں 2. نہیں
<b>ID52</b> At which level would you hire female employees? اگر آپ خواتین ملازم رکھیں تو کس عہدے پر رکھیں گے؟	1. Upper management level 2. Middle management level 3. Worker level 4. Do not/would not hire females 1. اپر مینجمنٹ لیول 2. میڈل مینجمنٹ لیول 3. ورکر لیول 4. خواتین کو ملازمت نہیں دیتے
<b>ID52B:</b> For which occupations? کس پیشے یا شعبے کے لئے	
<b>ID52C:</b> What are the associated skills with this type of occupation for females?	

	اس شعبے یا پیشے سے منسلک خواتین میں کون سی مہارتیں ہونی چاہیے؟	1. Computer skills 2. Communication skills 3. Numeracy 4. Safety knowledge 5. Team work 6. Individual Hygiene 7. Others 8. No additional skills 1. کمپیوٹر کا ہنر 2. مواصلات کی مہارت 3. حساب کتاب کا علم 4. حفاظتی اقدامات کا علم 5. ٹیم میں کام کرنے کی صلاحیت 6. انفرادی صفائی 7. دیگر (وضاحت کریں) 8.
<b>ID53</b> Which additional skills/qualities do you look for in your candidates during recruitment? ملازمین کو بھرتی کرتے وقت آپ کون سے اضافی ہنر /صلاحیتیں دیکھتے ہیں؟		1. Yes 2. No(Skip to ID 56) 1. ہاں 2. نہیں(ID 56 پر جائیں)
<b>ID54</b> Do you hire directly from Training Service Providers (TSPs)? کیا آپ براہ راست تربیتی اداروں سے ملازمین بھرتی کرتے ہیں؟		
<b>ID55</b> Which TSPs do you typically hire from? Rank the trained individuals hired from these TSPs? کون سے تربیتی ادارے سے آپ ملازمین بھرتی کرتے ہیں؟بھرتی کیے گئے افراد کو تربیت کے حوالے سے درجے بندی کریں؟ 1. Highly competent 2. Competent 3. Somewhat competent 4. Not competent at all زیادہ مہارت/قابلیت مایہ ناز/قابل کسی حد تک مایہ ناز/قابل بالکل مایہ ناز/قابل نہیں	Name of TSP (تربیتی ادارے کا نام) Rank (درجہ)	

### Section D: Skills and Training

ID	Question	Response
<b>ID56</b> Does your existing workforce sufficiently fulfill the skillset you require? کیا آپ کے موجودہ ملازمین میں آپ کی موجودہ ضرورت کے مطابق ہنر /مہارت موجود ہے؟	1. To a small extent 2. To some extent 3. To a large extent 1. بہت تھوڑی حد تک 2. کسی حد تک 3. بہت زیادہ حد تک	
<b>ID57</b> If there are gaps, which skills are lagging? Specify skill and associate with occupation. اگر کمی ہے تو کون سے ہنر میں کمی ہے؟ شعبے اور اس سے منسلک ہنر کی وضاحت کریں۔	Occupation (شعبہ/پیشہ) Skill Gap (ہنر کی کمی)	
<b>ID58</b> What percentage/proportion of your staff do you consider fully proficient at their jobs? آپ کے خیال میں آپ کے کتنے فی صد ملازمین کو اپنے پیشے میں مکمل مہارت رکھتے ہیں؟	1. All of them (100%) 2. Most of them (75%) 3. Half/some of them (50%) 4. A few of them (25%) 5. None 1. سب کو (100%) 2. زیادہ تر کو (75%) 3. ادھے/کچھ کو (50%) 4. چند کو (25%) 5. کسی کو بھی نہیں	
<b>ID59</b> Which type of skills are being imparted by your unit to your employees? آپ کے کاروبار میں کس قسم کا ہنر سکھایا جاتا ہے؟	1. Technical skills specific to trade (specify) 2. Management / supervisory skills 3. Administrative skills 4. Other skills (specify) 5. None (Skip to ID 61) 1. پیشے کے مطابق مخصوص ہنر (وضاحت کریں) 2. مینجمنٹ/سیروانزری ہنر 3. انتظامی ہنر 4. دیگر ہنر (وضاحت کریں) 5. کوئی نہیں (ID 61 پر جائیں)	
<b>ID60</b> If skills are being imparted, how does this take place? (circle all that apply) اگر کوئی تربیت دی گئی ہے تو کیسے دی گئی؟	1. Working alongside/observing trainer or manager 2. Working alongside/ observing other employees 3. Independent work 1. کام کے دوران ٹرینر/ یا مینیجر کا مشاہدہ کرنا اور سیکھنا 2. کام کے دوران دوسرے ملازمین کا مشاہدہ کرنا اور سیکھنا 3. خود کام کرنا	



	( ایک سے زیادہ جواب دے سکتے ہیں )	4	جماعت کی بنیاد پر تربیت/کام کرنے کی جگہ دکھانا	Classroom-based training / demonstration at workplace
		5	جماعت کی بنیاد پر تربیت/دیگر ادارے دکھانا	Classroom-based training / demonstration at other site (institution)
		6	دیگر (تفصیل بتائیں)	Other (specify)

ID61	Do you work with other businesses/ external trainers to train your employees? کیا آپ نے اپنے ملازمین کی تربیت کسی اور کاروبار/باہر کے افراد سے کروائی؟	1	ہاں زیادہ	Yes - often
		2	ہاں کبھی کبھار	Yes - sometimes
		3	ہاں بہت کم	Yes - rarely
		4	نہیں (ID 66 پر جائیں)	No (Skip to ID 66)

ID62	If yes, specify with whom? Provide name of TSPs. اگر ہاں، تو وضاحت کریں کس کے ساتھ؟ تربیتی اداروں کے نام بتائیں۔			
ID63	For which training course(s) was the TSP sought? Specify. کون سا تربیتی کورس تربیتی ادارے نے کروایا؟ تفصیل بتائیں۔			
ID64	How effective has this course been in developing the skills/ knowledge of your workers? وہ کورس آپ کے ملازمین کے ہنر اور معلومات بڑھانے میں کتنا کارآمد ثابت ہوا؟	1	بالکل بھی نہیں	Not effective at all
		2	کسی حد تک موثر	Somewhat effective
		3	موثر	Effective
		4	بہت موثر	Very effective
ID65	How would you rate the service provided by the TSP? (In terms of curriculum used, facilities provided etc.) آپ اس تربیتی ادارے کی خدمات کو کیا درجہ دیں گے؟ (تصائب تعلیم، مہارت وغیرہ کے حوالے سے)	1	برا	Poor
		2	مطمئن شدہ	Satisfactory
		3	اچھا	Good
		4	بہت اچھا	Very good

ID66	Is your industry or business association involved in training in any way? کیا آپ کی انڈسٹری یا کاروبار کی انجمن تربیت کرانے میں حصہ لیتی ہے؟	1	ہاں (وضاحت کریں)	Yes (explain)
		2	نہیں	No
ID67	Do you receive information from TSPs regarding upcoming training programmes? کیا آپ کو کبھی تربیتی اداروں سے نئے آنے والے تربیتی پروگرام کے متعلق معلومات موصول ہوئیں؟	1	روزانہ	Regularly
		2	کبھی کبھار	Sometimes
		3	بہت کم	Rarely
		4	نہیں	No
ID68	Do you require support in training your employees? If yes, what type of assistance do you need? کیا آپ کو اپنے ملازمین کو تربیت دلوانے کے لئے مدد کی ضرورت ہے؟ اگر ہاں تو کس قسم کی مدد درکار ہے؟ (ایک سے زیادہ جواب دے سکتے ہیں)	(مہارت کی Skill Needed (ضرورت) (شعبہ/پیشہ) Occupation)		
ID69	For the purpose of training your employees, which source of training service provider (TSP) would you prefer? اپنے ملازمین کی تربیت کے لئے آپ کس ادارے کو ترجیح دیں گے؟	1	حکومت کا TEVT ادارہ	Government TEVT institution
		2	دیگر حکومت کا ادارہ	Other Government TSP
		3	پرائیویٹ ادارہ /شخص (تفصیل بتائیں)	Private Institute /provider (Specify)
		4	این جی او (تفصیل بتائیں)	NGO TSP (Specify)
		5	دیگر (تفصیل بتائیں)	Others (Specify)
ID70	Have you ever used any Standard Operating Procedures manual to	1	ہاں	Yes
		2	نہیں (ID 72 پر جائیں)	No (skip to ID 72)

mentor/train your employees? کیا آپ نے کبھی اپنے ملازمین کی تربیت کے لئے معیاری ضابطہ کار کتابچہ استعمال کیا ہے؟	
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ID71	If yes, how useful was this manual? اگر ہاں، تو یہ کتابچہ کتنا فائدہ مند تھا؟	1	بہت حد تک مددگار	Very helpful
		2	کسی حد تک مددگار	Somewhat helpful
		3	بالکل مددگار نہیں	Not helpful at all

ID72	If no, how useful would such a manual be for you? اگر نہیں، تو آپ کیا سمجھتے ہیں یہ کتابچہ کتنا مفید ہو سکتا ہے؟	1	بہت حد تک مددگار	Very helpful
		2	کسی حد تک مددگار	Somewhat helpful
		3	بالکل مددگار نہیں	Not helpful at all

ID73	How do you monitor your employees' performance? آپ اپنے ملازمین کی کارکردگی کیسے جانتے ہیں؟	1	کام کے دوران کارکردگی کے مشاہدے (observation)	On the job performance (observation)
		2	متواتر ٹیسٹ سے	Periodic tests
		3	پیداوار کی مقدار سے	Output of products
		4	دیگر (تفصیل بتائیں)	Other
ID74	Is your business currently providing on the job training to employees? کیا آپ کا کاروبار اس وقت ملازمین کو دوران نوکری تربیت کی سہولت دے رہا ہے؟	1	ہاں	Yes
		2	نہیں (ID 77 پر جائیں)	No (skip to ID 77)
ID75	If yes, for how many employees? اگر ہاں، تو کتنے ملازمین؟	_____managers		
ID76	If yes, for which skill(s)? (Specify) اگر ہاں، تو کون سی مہارت کے لئے؟ (تفصیل بتائیں)	_____workers		
ID77	Has your business provided on the job training to your employees in the past? کیا آپ کا کاروبار ماضی میں بھی دوران نوکری تربیت دیتا رہا ہے؟	1	ہاں	Yes
		2	نہیں	No
ID78	Does your business have the capacity to take apprentices on board? کیا آپ کے کاروبار میں شاگردوں کی گنجائش ہے؟	1	ہاں	Yes
		2	نہیں (ID 80 پر جائیں)	No (skip to ID 80)
ID79	If yes, how many apprentices can you take on board? اگر ہاں، تو کتنے شاگرد آپ رکھ سکتے ہیں؟	_____apprentices (شاگرد)		
ID80	Any other comments regarding employee skills? ملازمین کی ہنر مندی کے متعلق مزید تجاویز دینا چاہیں؟			

## Section E: Awareness of PSDF

ID	Question	Response		
ID81	Are you aware of the PSDF Programme? کیا آپ کو PSDF کے پروگرام کے متعلق معلوم ہے؟	1	ہاں	Yes
		2	نہیں (ID 84 پر جائیں)	No (skip to ID 84)
ID82	Are you aware of the role of PSDF in trainings? کیا آپ کو تربیت کے حوالے سے PSDF کے کردار	1	ہاں	Yes
		2	نہیں	No



		کے متعلق معلوم ہے؟	
ID83	Do you have any previous experience working with PSDF? کیا آپ کا PSDF کے ساتھ کام کرنے کا تجربہ ہے؟	Yes	1 ہاں
		No	2 نہیں
ID84	What areas should be focused upon to strengthen the quality/ effectiveness of training provided by TSPs/ OJT Providers? آپ کے خیال میں تربیت کے کون سے عنصر پر زیادہ دھیان دیا جاتا چاہیے تا کہ تربیتی اداروں کے تربیتی معیار/افادیت کو بہتر بنایا جا سکے؟	Technical training provided by TSP	1 ٹیکنیکل تربیت جو کہ تربیتی ادارہ دے
		On Job training	2 دوران نوکری تربیت
		Revision of curricula	3 نصاب میں تبدیلی
		Other (specify)	4 دیگر (تفصیل بتائیں)

## QUESTIONNAIRE: EMPLOYERS/ MANAGERS

### Surgical Instruments Manufacturing

Questionnaire Number (For official use only)	ID	D	D	Sr. No.

FIRM CODE	Sr. No.
	<b>1</b>

### Section-A: Unit and Respondent Profile

ID	Question	Response												
<b>Firm Profile</b>														
ID1	Firm Name کاروبار کا نام													
ID2	Employer Address کاروبار کا پتہ													
ID3	District ضلع	<table border="1" style="width: 100%;"> <tr> <td>Gujranwala</td> <td>1 گجرانوالہ</td> </tr> <tr> <td>Sialkot</td> <td>2 سیالکوٹ</td> </tr> </table>	Gujranwala	1 گجرانوالہ	Sialkot	2 سیالکوٹ								
Gujranwala	1 گجرانوالہ													
Sialkot	2 سیالکوٹ													
ID4	Tehsil تحصیل													
ID5	Union Council یونین کونسل													
ID6	Locale مقام	<table border="1" style="width: 100%;"> <tr> <td>Urban</td> <td>1 شہری</td> </tr> <tr> <td>Semi urban</td> <td>2 نیم شہری</td> </tr> <tr> <td>Rural</td> <td>3 دیہی</td> </tr> </table>	Urban	1 شہری	Semi urban	2 نیم شہری	Rural	3 دیہی						
Urban	1 شہری													
Semi urban	2 نیم شہری													
Rural	3 دیہی													
ID7	Is your unit registered with the Government? (i.e. Registrar of Companies) کیا آپ کی کمپنی حکومت کے ساتھ رجسٹرڈ ہے؟	<table border="1" style="width: 100%;"> <tr> <td>Yes</td> <td>1 ہاں</td> </tr> <tr> <td>No</td> <td>2 نہیں</td> </tr> </table>	Yes	1 ہاں	No	2 نہیں								
Yes	1 ہاں													
No	2 نہیں													
ID8	Is your unit registered with any other body? (i.e. Association; Chamber of Commerce etc.) کیا آپ کا یونٹ رجسٹرڈ ہے؟ (کسی ایشووسی ایشن یا چیمبر آف کامرس کے ساتھ)	<table border="1" style="width: 100%;"> <tr> <td>Yes(Specify)</td> <td>1 ہاں (وضاحت کریں)</td> </tr> <tr> <td>No</td> <td>2 نہیں</td> </tr> </table>	Yes(Specify)	1 ہاں (وضاحت کریں)	No	2 نہیں								
Yes(Specify)	1 ہاں (وضاحت کریں)													
No	2 نہیں													
ID9	Unit Size (employees) آپ کے کاروبار کا سائز کیا ہے؟ (ملازمین کے حوالے سے)	<table border="1" style="width: 100%;"> <tr> <td>Very Small (1-9)</td> <td>1 بہت چھوٹا</td> </tr> <tr> <td>Small (10-29)</td> <td>2 چھوٹا</td> </tr> <tr> <td>Medium (30-100)</td> <td>3 درمیانہ</td> </tr> <tr> <td>Large (100+)</td> <td>4 بڑا</td> </tr> </table>	Very Small (1-9)	1 بہت چھوٹا	Small (10-29)	2 چھوٹا	Medium (30-100)	3 درمیانہ	Large (100+)	4 بڑا				
Very Small (1-9)	1 بہت چھوٹا													
Small (10-29)	2 چھوٹا													
Medium (30-100)	3 درمیانہ													
Large (100+)	4 بڑا													
ID10	How long has your unit been operational? آپ کا کاروبار کب سے کام کر رہا ہے؟	_____ years												
ID11	Which sub-sector does your unit belong to? (Circle all that apply) آپ کا کاروبار کس ذیلی شعبے میں آتا ہے؟ (ایک سے زیادہ جواب دے سکتے ہیں)	<table border="1" style="width: 100%;"> <tr> <td>Dental instruments</td> <td>1 دانتوں کے آلات</td> </tr> <tr> <td>Medical &amp; surgical instruments</td> <td>2 طبی اور جراحی کے آلات</td> </tr> <tr> <td>Orthopedic instruments</td> <td>3 ارتھوپیتک کے آلات</td> </tr> <tr> <td>Others (Specify)</td> <td>4 دیگر (تفصیل بتائیں)</td> </tr> </table>	Dental instruments	1 دانتوں کے آلات	Medical & surgical instruments	2 طبی اور جراحی کے آلات	Orthopedic instruments	3 ارتھوپیتک کے آلات	Others (Specify)	4 دیگر (تفصیل بتائیں)				
Dental instruments	1 دانتوں کے آلات													
Medical & surgical instruments	2 طبی اور جراحی کے آلات													
Orthopedic instruments	3 ارتھوپیتک کے آلات													
Others (Specify)	4 دیگر (تفصیل بتائیں)													
ID12	How would you categorize your unit? (Circle all that apply) آپ اپنے کاروبار کو کس زمرے میں ڈالیں گے؟ (ایک سے زیادہ جواب دے سکتے ہیں)	<table border="1" style="width: 100%;"> <tr> <td>Conventional</td> <td>1 روایتی</td> </tr> <tr> <td>Mix of conventional and modern equipment/ techniques</td> <td>2 کچھ روایتی اور کچھ جدید آلات اور طریقے</td> </tr> <tr> <td>Modern Unit</td> <td>2 جدید یونٹ</td> </tr> </table>	Conventional	1 روایتی	Mix of conventional and modern equipment/ techniques	2 کچھ روایتی اور کچھ جدید آلات اور طریقے	Modern Unit	2 جدید یونٹ						
Conventional	1 روایتی													
Mix of conventional and modern equipment/ techniques	2 کچھ روایتی اور کچھ جدید آلات اور طریقے													
Modern Unit	2 جدید یونٹ													
ID13	Which activities are carried out at your unit? (Circle all that apply) آپ کے کاروبار میں کون کون سی سرگرمیاں ہو رہی ہیں؟ (ایک سے زیادہ جواب دے سکتے ہیں)	<table border="1" style="width: 100%;"> <tr> <td>Die making</td> <td>1 ڈائی بنانا</td> </tr> <tr> <td>Forging and shaping</td> <td>2 دلائی اور شکل دینا</td> </tr> <tr> <td>Milling &amp; Machining</td> <td>3 ملنگ اور مشیننگ</td> </tr> <tr> <td>Rough Shaping &amp; Pre Inspection Setting</td> <td>4 رف شکل دینا ور سیٹنگ</td> </tr> <tr> <td>Heat Treatment &amp; Material Testing</td> <td>5 ٹیمپر لگانا اور ہارڈنٹیس</td> </tr> <tr> <td>Polishing &amp; Final Assembly</td> <td>6 پالش اور حتمی شکل دینا</td> </tr> </table>	Die making	1 ڈائی بنانا	Forging and shaping	2 دلائی اور شکل دینا	Milling & Machining	3 ملنگ اور مشیننگ	Rough Shaping & Pre Inspection Setting	4 رف شکل دینا ور سیٹنگ	Heat Treatment & Material Testing	5 ٹیمپر لگانا اور ہارڈنٹیس	Polishing & Final Assembly	6 پالش اور حتمی شکل دینا
Die making	1 ڈائی بنانا													
Forging and shaping	2 دلائی اور شکل دینا													
Milling & Machining	3 ملنگ اور مشیننگ													
Rough Shaping & Pre Inspection Setting	4 رف شکل دینا ور سیٹنگ													
Heat Treatment & Material Testing	5 ٹیمپر لگانا اور ہارڈنٹیس													
Polishing & Final Assembly	6 پالش اور حتمی شکل دینا													



ID	Question	Response
		<div>Cleaning</div> <div>7 صفائی کرنا</div> <div>Marking</div> <div>9 مارکنگ کرنا</div> <div>Packaging</div> <div>10 پیکنجنگ کرنا</div> <div>Others (Specify)</div> <div>11 دیگر (تفصیل بتائیں)</div>
ID14	Which products does your unit produce/process? آپ کے کارخانے میں کون سی مصنوعات بنائی جاتی ہیں؟ (Circle all that apply) (ایک سے زیادہ جواب دے سکتے ہیں)	<div>1</div> <div>1 Diagnostics, Anesthesia and other instruments.</div> <div>امراض کی تشخیص کے، مصنوعی بے ہوشی کے اور دیگر آلات</div> <div>2</div> <div>2 Scalpels, knives and Scalpels handles</div> <div>جراحی کا چاقو، چاقو اور جراحی کا دستہ</div> <div>3</div> <div>3 Scissors</div> <div>قینچیاں</div> <div>4</div> <div>4 Dissecting &amp; Tissue Forceps,</div> <div>ڈیسیکٹنگ اور ٹیشو فورسپس</div> <div>5</div> <div>5 Sponge, Dressing and Tissue Grasping Forceps, Towel Clamps.</div> <div>سپونج، ڈریسنگ اور ٹیشو گراسپنگ فورسپس، ٹاول کلیمپس</div> <div>6</div> <div>6 Vessel Clamps, Bull Dog Clamps, Hemostatic Forceps</div> <div>ویسل کلیمپس، بل ڈاگ کلیمپس، ہموسٹاٹک فورسپس</div> <div>7</div> <div>7 Ligature, Hysterectomy and Compression Forceps, Vaginal Clamps</div> <div>لگچر، ہیستریکٹومی اور کمپریژن فورسپس، ویگنل کلیمپس</div> <div>8</div> <div>8 Bone Holding Forceps, Bone Rongeur, Bone Cutting Forceps</div> <div>بونہولڈنگ فورسپس، بونرونج، بون کٹنگ فورسپس</div> <div>9</div> <div>9 Needle Holders, Suture Instruments</div> <div>نیڈل ہولڈرز، سوٹر انسٹرومنٹس</div> <div>10</div> <div>10 Probes, Pocket Instrument sets.</div> <div>پرویز، پاکٹ انسٹرومنٹ سیٹس</div> <div>11</div> <div>11 Wound retractors</div> <div>وونڈری ایکٹرز</div> <div>12</div> <div>12 Self-Retaining Retractors</div> <div>سلف-ریٹیننگ ری ایکٹرز، ایڈومینل ری ایکٹرز</div> <div>13</div> <div>13 Abdominal Surgery Intestinal and rectal Instruments</div> <div>ایڈومینل سرجری اینٹیسیٹیل اور ریکٹل انسٹرومنٹس</div> <div>14</div> <div>14 Gall Bladder, Liver and Spleen Instruments</div> <div>گال بلڈر، لیور اور سپلین انسٹرومنٹس</div> <div>15</div> <div>15 Genitourinary Instruments and Trocars</div> <div>جینیٹورینری انسٹرومنٹس اور ٹروکارز</div> <div>16</div> <div>16 Vaginal specula and uterine dilators</div> <div>ویجینل سپیکولا اور یوٹران ڈیلاترز</div> <div>17</div> <div>17 Uterine probes, uterine dressing Polypus and ovum forceps</div> <div>یوٹران پرویز، یوٹران ڈریسنگ پولی پیس اور اووم فورسپس</div> <div>18</div> <div>18 Biopsy Instruments and Curettes</div> <div>بائیوپسی انسٹرومنٹس اور کوریٹرس</div> <div>19</div> <div>19 Obstetrics and tracheotomy</div> <div>اوبسٹرکس اور ٹریکیٹومی</div> <div>20</div> <div>20 Cardiovascular and Tracheotomy</div> <div>کارڈیوویسکولر اور ٹریکیٹومی</div> <div>21</div> <div>21 Bone Punches, Rongeur</div> <div>بون پینچیز، رونجیر</div> <div>22</div> <div>22 Elevators, Bone Levers, Rasparatories, Bone Files, Bone Curettes</div> <div>ایلیوایٹرز، بون لیورز، ریسپاریٹریز، بون فائلز، بون کوریٹرز</div> <div>23</div> <div>23 Mallets, Chisels and Gouges</div> <div>میلش، چیسلز اور گاجز</div> <div>24</div> <div>24 Plaster Instruments</div> <div>پلاسٹر انسٹرومنٹس</div> <div>25</div> <div>25 Suction Instruments</div> <div>سیکشن انسٹرومنٹس</div> <div>26</div> <div>26 Other(Specify)</div> <div>دیگر (وضاحت کریں)</div>
ID15	Are you an exporter? کیا آپ اپنی مصنوعات ملک سے باہر بھی بھیجتے ہیں؟	<div>1</div> <div>1 Yes</div> <div>ہاں</div> <div>2</div> <div>2 No(Skip to ID 18)</div> <div>نہیں(ID 18 پر جائیں)</div>

ID16	If yes, to which country are you exporting your product(s)? (specify) اگر ہاں، تو کس ملک میں آپ اپنی مصنوعات	
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ID	Question	Response
ID17	If yes, which products you are exporting? اگر ہاں، تو کون سی مصنوعات بھیجتے ہیں؟ (Circle all that apply) (ایک سے زیادہ جواب دے سکتے ہیں)	<div>1</div> <div>1 Diagnostics, Anesthesia and other instruments.</div> <div>امراض کی تشخیص کے، مصنوعی بے ہوشی کے اور دیگر آلات</div> <div>2</div> <div>2 Scalpels, knives and Scalpels handles</div> <div>جراحی کا چاقو، چاقو اور جراحی کا دستہ</div> <div>3</div> <div>3 Scissors</div> <div>قینچیاں</div> <div>4</div> <div>4 Dissecting &amp; Tissue Forceps</div> <div>ڈیسیکٹنگ اور ٹیشو فورسپس</div> <div>5</div> <div>5 Sponge, Dressing and Tissue Grasping Forceps, Towel Clamps.</div> <div>سپونج، ڈریسنگ اور ٹیشو گراسپنگ فورسپس، ٹاول کلیمپس</div> <div>6</div> <div>6 Vessel Clamps, Bull Dog Clamps, Hemostatic Forceps</div> <div>ویسل کلیمپس، بل ڈاگ کلیمپس، ہموسٹاٹک فورسپس</div> <div>7</div> <div>7 Ligature, Hysterectomy and Compression Forceps, Vaginal Clamps</div> <div>لگچر، ہیستریکٹومی اور کمپریژن فورسپس، ویگنل کلیمپس</div> <div>8</div> <div>8 Bone Holding Forceps, Bone Rongeur, Bone Cutting Forceps</div> <div>بونہولڈنگ فورسپس، بونرونج، بون کٹنگ فورسپس</div> <div>9</div> <div>9 Needle Holders, Suture Instruments</div> <div>نیڈل ہولڈرز، سوٹر انسٹرومنٹس</div> <div>10</div> <div>10 Probes, Pocket Instrument sets.</div> <div>پرویز، پاکٹ انسٹرومنٹ سیٹس</div> <div>11</div> <div>11 Wound retractors</div> <div>وونڈری ایکٹرز</div> <div>12</div> <div>12 Self-Retaining Retractors</div> <div>سلف-ریٹیننگ ری ایکٹرز، ایڈومینل ری ایکٹرز</div> <div>13</div> <div>13 Abdominal Surgery Intestinal and rectal Instruments</div> <div>ایڈومینل سرجری اینٹیسیٹیل اور ریکٹل انسٹرومنٹس</div> <div>14</div> <div>14 Gall Bladder, Liver and Spleen Instruments</div> <div>گال بلڈر، لیور اور سپلین انسٹرومنٹس</div> <div>15</div> <div>15 Genitourinary Instruments and Trocars</div> <div>جینیٹورینری انسٹرومنٹس اور ٹروکارز</div> <div>16</div> <div>16 Vaginal specula and uterine dilators</div> <div>ویجینل سپیکولا اور یوٹران ڈیلاترز</div> <div>17</div> <div>17 Uterine probes, uterine dressing Polypus and ovum forceps</div> <div>یوٹران پرویز، یوٹران ڈریسنگ پولی پیس اور اووم فورسپس</div> <div>18</div> <div>18 Biopsy Instruments and Curettes</div> <div>بائیوپسی انسٹرومنٹس اور کوریٹرس</div> <div>19</div> <div>19 Obstetrics and tracheotomy</div> <div>اوبسٹرکس اور ٹریکیٹومی</div> <div>20</div> <div>20 Cardiovascular and Tracheotomy</div> <div>کارڈیوویسکولر اور ٹریکیٹومی</div> <div>21</div> <div>21 Bone Punches, Rongeur</div> <div>بون پینچیز، رونجیر</div> <div>22</div> <div>22 Elevators, Bone Levers, Rasparatories, Bone Files, Bone Curettes</div> <div>ایلیوایٹرز، بون لیورز، ریسپاریٹریز، بون فائلز، بون کوریٹرز</div> <div>23</div> <div>23 Mallets, Chisels and Gouges</div> <div>میلش، چیسلز اور گاجز</div> <div>24</div> <div>24 Plaster Instruments</div> <div>پلاسٹر انسٹرومنٹس</div> <div>25</div> <div>25 Suction Instruments</div> <div>سیکشن انسٹرومنٹس</div> <div>26</div> <div>26 Other(Specify)</div> <div>دیگر (وضاحت کریں)</div>

Respondent Profile		
ID18	Name:نام	
ID19	Mobile Number:موبائل نمبر	
ID20	Gender:جنس	<div>1</div> <div>Male</div> <div>مرد</div> <div>2</div> <div>Female</div> <div>عورت</div>
ID21	Highest Education Level Completed مکمل یافتہ تعلیم کا درجہ کیا ہے؟	<div>1</div> <div>1 No education/illiterate</div> <div>کوئی تعلیم نہیں/ان پڑھ</div> <div>2</div> <div>2 Primary</div> <div>پرائمری</div> <div>3</div> <div>3 Middle</div> <div>مڈل</div> <div>4</div> <div>4 Secondary / Matric</div> <div>میٹرک</div> <div>5</div> <div>5 High</div> <div>ہائی</div> <div>6</div> <div>6 Bachelors</div> <div>بیچلرز</div> <div>7</div> <div>7 Masters</div> <div>ماسٹرز</div>



ID22	Did you attend any technical and vocational education and training course? (formal defined as being linked to government / TEVTA; of a fixed duration and linked to certification) کیا آپ نے کوئی ٹیکنیکل اور ووکیشنل تعلیم اور تربیتی کورس کیا ہوا ہے؟ (باقاعدہ تربیت کا مطلب ہے کہ کسی حکومتی ادارے سے حاصل کردہ مخصوص دورانیے کی تربیت جس کے بعد آپ کو سرٹیفیکیٹ ملا ہو)	Yes – formal training	جی ہاں-باقاعدہ/یاضابطہ	1
		Yes – informal training	جی ہاں-غیر رسمی تربیت	2
		No	نہیں	3
ID23	How long have you been working in this sector? آپ کتنے عرصے سے اس سیکٹر میں کام کر رہے ہیں؟	_____ years		
ID24	Are you the owner of this unit? کیا آپ اس کاروبار کے مالک ہیں؟	Yes	ہاں	1
		No (specify designation)	نہیں (عہدے کی تفصیل بتائیں)	2

Section B– Employee status, occupation and skill gap  
Complete the matrix below based on the area(s) in which your unit specializes.

نیچے دیئے گئے میٹرکس کو کاروبار کے خاص کاموں کے حوالے سے پُر کریں

ID25 Major Activity اہم سرگرمیاں	ID26 Major job title/ occupation اہم جاب ٹائٹل/ملازمت (Insert codes provided at the end of the table) (تھیل کے نیچے دیئے گئے کوڈ لکھیں)	ID27 Number of employees کی تعداد	ID28 Level of employees ملازمین کا درجہ (Insert codes provided at the end of the table) (تھیل کے نیچے دیئے گئے کوڈ لکھیں)	ID29 Education / Qualification of employee at this level تعلیم (Insert codes provided at the end of the table) (تھیل کے نیچے دیئے گئے کوڈ لکھیں)	ID30 Required ability and knowledge صلاحیت اور معلومات جو چاہیے ہوتی ہیں (Insert codes provided at the end of the table) (تھیل کے نیچے دیئے گئے کوڈ لکھیں)	ID30 B Which of the ability/ knowledge listed in ID30 are currently weak ID30 میں بیان کیے گئے کن صلاحیت اور معلومات میں کمزوری ہیں	ID31 Vacancies ملازمت کی خالی جگہیں (a) Number of current vacancies? کی موجودہ خالی جگہوں کی تعداد (b) For how long has this position been vacant (Months) ملازمت کی خالی جگہوں کی مدت ہیں۔ عرصے سے خالی	ID32 Availability of skilled workers for this position/ occupation مستہیلہ ہنر مند کارکنوں/ملازمین کی دستیابی (Insert codes provided at the end of the table) (تھیل کے نیچے دیئے گئے کوڈ لکھیں)	ID33 If hard-to-fill, what is the reason? (select all that apply) اگر ہنر مند کارکن /ملازم ملنا مشکل ہے تو وجہ بتائیں؟ (Insert codes provided at the end of the table) (تھیل کے نیچے دیئے گئے کوڈ لکھیں)
1. Die Making(ڈائی بنانا)									
11 Reverse Engineering کاپی کرنا									
12 Innovative Product نئی چیز بنانا									
2. Forging(ڈلائی کرنا)									
21. Blank Cutting بلینک کاٹنا									
22. Pre and final Forging ابتدائی اور حتمی									



ID25 Major Activity ایم سرگرمی	ID26 Major job title/ occupation ایم جاب ٹائٹل/ملازمت (Insert codes provided at the end of the table) (تھیل کے نیچے دیے گئے کوڈ لکھیں)	ID27 Number of employees ملازمین تعداد	ID28 Level of employees ملازمین کا درجہ (Insert codes provided at the end of the table) (تھیل کے نیچے دیے گئے کوڈ لکھیں)	ID29 Education / Qualification of employee at this level تعلیم (Insert codes provided at the end of the table) (تھیل کے نیچے دیے گئے کوڈ لکھیں)	ID30 Required ability and knowledge اس کام کو کرنے کیلئے چاہیے ہونی ہیں (Insert codes provided at the end of the table) (تھیل کے نیچے دیے گئے کوڈ لکھیں)	ID30_B Which of the ability/ knowledge listed in ID30 are currently weak معلومات میں کمزور ہیں ID30 میں بیان کیے گئے کن صلاحیت اور معلومات	ID31 Vacancies ملازمت کی خلی جگہیں (a) Number of current vacancies? خلی موجودہ خلی جگہوں کی تعداد (b) For how long has this position been vacant (Months) ملازمت کی جگہیں کتنے عرصے سے خلی ہیں	ID32 Availability of skilled workers for this position/ occupation مستہمیں ہنر مند کارکنوں/ملازمین کی (Insert codes provided at the end of the table) (تھیل کے نیچے دیے گئے کوڈ لکھیں)	ID33 If hard-to-fill, what is the reason? (select all that apply) اگر ہنر مند کارکن /ملازمین ملنا مشکل ہے تو وجہ بتائیں؟ (Insert codes provided at the end of the table) (تھیل کے نیچے دیے گئے کوڈ لکھیں)
دلائی									
23. Annealing نرم کرنا									
24. Outer and Ring Trimming, بیرونی اور اندرونی فاضل میٹرل ختم کرنا									
25. Shot Blasting شات بلاسٹنگ									
26. Cold Stamping ٹھنڈی مہر لگانا									
3. Machining(مشیننگ)									
31. Jaws									

ID25 Major Activity ایم سرگرمی	ID26 Major job title/ occupation ایم جاب ٹائٹل/ملازمت (Insert codes provided at the end of the table) (تھیل کے نیچے دیے گئے کوڈ لکھیں)	ID27 Number of employees ملازمین تعداد	ID28 Level of employees ملازمین کا درجہ (Insert codes provided at the end of the table) (تھیل کے نیچے دیے گئے کوڈ لکھیں)	ID29 Education / Qualification of employee at this level تعلیم (Insert codes provided at the end of the table) (تھیل کے نیچے دیے گئے کوڈ لکھیں)	ID30 Required ability and knowledge اس کام کو کرنے کیلئے چاہیے ہونی ہیں (Insert codes provided at the end of the table) (تھیل کے نیچے دیے گئے کوڈ لکھیں)	ID30_B Which of the ability/ knowledge listed in ID30 are currently weak معلومات میں کمزور ہیں ID30 میں بیان کیے گئے کن صلاحیت اور معلومات	ID31 Vacancies ملازمت کی خلی جگہیں (a) Number of current vacancies? خلی موجودہ خلی جگہوں کی تعداد (b) For how long has this position been vacant (Months) ملازمت کی جگہیں کتنے عرصے سے خلی ہیں	ID32 Availability of skilled workers for this position/ occupation مستہمیں ہنر مند کارکنوں/ملازمین کی (Insert codes provided at the end of the table) (تھیل کے نیچے دیے گئے کوڈ لکھیں)	ID33 If hard-to-fill, what is the reason? (select all that apply) اگر ہنر مند کارکن /ملازمین ملنا مشکل ہے تو وجہ بتائیں؟ (Insert codes provided at the end of the table) (تھیل کے نیچے دیے گئے کوڈ لکھیں)
Serration دانٹ ڈالنا/بھنا									
32. Ratchet and Box Milling ریچیٹ اور باکس میلنگ									
33. Temporary Assembly عارضی جڑائی									
4. Rough Shaping &In Process Inspection (رف رگڑائی سے شکل دینا اور سیٹنگ چیک کرنا)									
41. Filing بھرائی کرنا/بھرنا									
42. Grinding گرائنڈنگ کے ساتھ رگڑائی									



ID25 Major Activity اہم سرگرمی	ID26 Major job title/ occupation اہم جاب ٹائٹل/ملازمت (Insert codes provided at the end of the table) (تہیل کے نیچے دیئے گئے کوڈ لکھیں)	ID27 Number of employees ملازمین کا تعداد	ID28 Level of employees ملازمین کا درجہ (Insert codes provided at the end of the table) (تہیل کے نیچے دیئے گئے کوڈ لکھیں)	ID29 Education / Qualification of employee at this level تعلیم (Insert codes provided at the end of the table) (تہیل کے نیچے دیئے گئے کوڈ لکھیں)	ID30 Required ability and knowledge اس کام کو کرنے کیلئے چاہیے ہونی ہیں (Insert codes provided at the end of the table) (تہیل کے نیچے دیئے گئے کوڈ لکھیں)	ID30_B Which of the ability/ knowledge listed in ID30 are currently weak ID30 میں بیان کئے گئے معلومات میں کمزور ہیں	ID31 Vacancies ملازمت کی خالی جگہیں (a) Number of current vacancies? موجودہ خالی جگہوں کی تعداد (b) For how long this position has been vacant (Months) ملازمت کی جگہیں کتنے عرصے سے خالی ہیں	ID32 Availability of skilled workers for this position/ occupation بہر مند کارکنوں/ملازمین کی مستہلی (Insert codes provided at the end of the table) (تہیل کے نیچے دیئے گئے کوڈ لکھیں)	ID33 If hard-to-fill, what is the reason? (select all that apply) اگر ہر مند کارکن ملازمین (select all that apply) ملا مشکل ہے تو وجہ ہائیں؟ (Insert codes provided at the end of the table) (تہیل کے نیچے دیئے گئے کوڈ لکھیں)
43. In Process Inspection دوران کام چیک کرنا									
5. Heat Treatment & Material Testing (تیمپر لگانا اور ہارڈنیس چیک کرنا)									
51. Tempering / Hardening ٹیمپر لگانا									
52. Hardness Testing ہارڈنیس چیک کرنا									
53. Acid Pickling تیزاب کرنا									
6. Riveting (کیل لگانا)									

ID25 Major Activity اہم سرگرمی	ID26 Major job title/ occupation اہم جاب ٹائٹل/ملازمت (Insert codes provided at the end of the table) (تہیل کے نیچے دیئے گئے کوڈ لکھیں)	ID27 Number of employees ملازمین کا تعداد	ID28 Level of employees ملازمین کا درجہ (Insert codes provided at the end of the table) (تہیل کے نیچے دیئے گئے کوڈ لکھیں)	ID29 Education / Qualification of employee at this level تعلیم (Insert codes provided at the end of the table) (تہیل کے نیچے دیئے گئے کوڈ لکھیں)	ID30 Required ability and knowledge اس کام کو کرنے کیلئے چاہیے ہونی ہیں (Insert codes provided at the end of the table) (تہیل کے نیچے دیئے گئے کوڈ لکھیں)	ID30_B Which of the ability/ knowledge listed in ID30 are currently weak ID30 میں بیان کئے گئے معلومات میں کمزور ہیں	ID31 Vacancies ملازمت کی خالی جگہیں (a) Number of current vacancies? موجودہ خالی جگہوں کی تعداد (b) For how long this position has been vacant (Months) ملازمت کی جگہیں کتنے عرصے سے خالی ہیں	ID32 Availability of skilled workers for this position/ occupation بہر مند کارکنوں/ملازمین کی مستہلی (Insert codes provided at the end of the table) (تہیل کے نیچے دیئے گئے کوڈ لکھیں)	ID33 If hard-to-fill, what is the reason? (select all that apply) اگر ہر مند کارکن ملازمین (select all that apply) ملا مشکل ہے تو وجہ ہائیں؟ (Insert codes provided at the end of the table) (تہیل کے نیچے دیئے گئے کوڈ لکھیں)
61 Riveting کیل لگانا									
7. Polishing & Final Assembly (پالش اور جوڑائی کرنا)									
71 Polishing & Setting Cleaning									
72 Electrolytic polishing پلانٹ کرنا									
73. Sand Blasting سینڈ بلاسٹنگ									
74. Box									



ID25 Major Activity اہم سرگرمیوں	ID26 Major job title/ occupation اہم جاب ٹائٹل/ملازمت (Insert codes provided at the end of the table) (ٹپل کے نیچے دیئے گئے کوڈ لکھیں)	ID27 Number of employees ملازمین کی تعداد	ID28 Level of employees ملازمین کا درجہ (Insert codes provided at the end of the table) (ٹپل کے نیچے دیئے گئے کوڈ لکھیں)	ID29 Education / Qualification of employee at this level تعلیم (Insert codes provided at the end of the table) (ٹپل کے نیچے دیئے گئے کوڈ لکھیں)	ID30 Required ability and knowledge اس کام کو کرنے کیلئے چاہیے ہونی چاہئے (Insert codes provided at the end of the table) (ٹپل کے نیچے دیئے گئے کوڈ لکھیں)	ID30_B Which of the ability/ knowledge listed in ID30 are currently weak ID30 میں بیان کیے گئے کن صلاحیت اور معلومات میں کمزور ہیں	ID31 Vacancies ملازمت کی خلی جگہیں (a) Number of current vacancies? خلی موجودہ خلی جگہوں کی تعداد (b) For how long has this position been vacant (Months) ملازمت کی جگہیں کتنے عرصے سے خلی ہیں	ID32 Availability of skilled workers for this position/ occupation ہنر مند کارکنوں/ملازمین کی مستہلی (Insert codes provided at the end of the table) (ٹپل کے نیچے دیئے گئے کوڈ لکھیں)	ID33 If hard-to-fill, what is the reason? (select all that apply) اگر ہنر مند کارکن /ملازم پنانیں؟ میتا مشکل ہے تو وجہ codes provided at the end of the table) (ٹپل کے نیچے دیئے گئے کوڈ لکھیں)
Grinding گر اینڈنگ									
75. Boil test & Passivation بوائل ٹیسٹ									
76. Coatings کوٹنگس									
77. Inspection / checking and retouching / polishing of defective items اینسپیکشن/چیکنگ اور ٹچنگ/پالشنگ آف ڈیفیکٹو آئٹمز									

8. Cleaning, Marking and Packaging(سیکشن 8، مارکنگ اور پیکیجنگ)

ID25 Major Activity اہم سرگرمیوں	ID26 Major job title/ occupation اہم جاب ٹائٹل/ملازمت (Insert codes provided at the end of the table) (ٹپل کے نیچے دیئے گئے کوڈ لکھیں)	ID27 Number of employees ملازمین کی تعداد	ID28 Level of employees ملازمین کا درجہ (Insert codes provided at the end of the table) (ٹپل کے نیچے دیئے گئے کوڈ لکھیں)	ID29 Education / Qualification of employee at this level تعلیم (Insert codes provided at the end of the table) (ٹپل کے نیچے دیئے گئے کوڈ لکھیں)	ID30 Required ability and knowledge اس کام کو کرنے کیلئے چاہیے ہونی چاہئے (Insert codes provided at the end of the table) (ٹپل کے نیچے دیئے گئے کوڈ لکھیں)	ID30_B Which of the ability/ knowledge listed in ID30 are currently weak ID30 میں بیان کیے گئے کن صلاحیت اور معلومات میں کمزور ہیں	ID31 Vacancies ملازمت کی خلی جگہیں (a) Number of current vacancies? خلی موجودہ خلی جگہوں کی تعداد (b) For how long has this position been vacant (Months) ملازمت کی جگہیں کتنے عرصے سے خلی ہیں	ID32 Availability of skilled workers for this position/ occupation ہنر مند کارکنوں/ملازمین کی مستہلی (Insert codes provided at the end of the table) (ٹپل کے نیچے دیئے گئے کوڈ لکھیں)	ID33 If hard-to-fill, what is the reason? (select all that apply) اگر ہنر مند کارکن /ملازم پنانیں؟ میتا مشکل ہے تو وجہ codes provided at the end of the table) (ٹپل کے نیچے دیئے گئے کوڈ لکھیں)
81. Ultrasonic Cleaning الٹراسونک کلیننگ									
82. Laser marking لیزر مارکنگ									
83. Blister, polythene and Box packing بلیسٹر، پولی تھین									

For codes of section B, see end of survey form (LAST PAGE)

سیکشن بی کے کوڈ کے لئے ، سروے فارم کے آخر میں دیکھیں ( آخری صفحہ )



ID	Question	Response															
ID34	Which of the occupations noted above are <b>currently</b> in high demand? اوپر بتائی گئی ملازمتوں / پیشوں میں سے کس کی ضرورت سب سے زیادہ ہے؟ (SELECT FROM 26 ABOVE)  Specify number of additional individuals needed by occupation (پیشے کے مطابق کتنے افراد کی ضرورت ہے) تعداد لکھیں	<table border="1"> <thead> <tr> <th>Occupation (SELECT FROM ID26 ABOVE) اوپر دیئے گئے سوال نمبر 26 سے کوڈ لکھئے</th> <th>Additional number needed</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Occupation (SELECT FROM ID26 ABOVE) اوپر دیئے گئے سوال نمبر 26 سے کوڈ لکھئے	Additional number needed													
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ID35	Which of the occupations noted above will be in high demand <b>in the future</b> ? (SELECT FROM 26 ABOVE) کس ملازمت / پیشے کی ضرورت مستقبل میں بھی رہے گی؟  Specify number of additional individuals needed by occupation over next 10 years (اگلے دس سال میں پیشے کے مطابق کتنے افراد کی ضرورت ہے) تعداد لکھیں	<table border="1"> <thead> <tr> <th>Occupation (SELECT FROM ID26 ABOVE) اوپر دیئے گئے سوال نمبر 26 سے کوڈ لکھئے</th> <th>Additional number needed</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Occupation (SELECT FROM ID26 ABOVE) اوپر دیئے گئے سوال نمبر 26 سے کوڈ لکھئے	Additional number needed													
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ID36	How many employees does your unit have in total? آپ کے کل کتنے ملازمین ہیں؟	_____ male (مرد) _____ female (عورت)															
ID37	What is the employment status of these employees? ان ملازمین کی ملازمت کا درجہ کیا ہے؟	_____ Permanent (مستقل) _____ Temporary (including daily wage) (عارضی (بشمول دیہڑی دار)															
ID38	What is the average salary paid to your employees? آپ اپنے ملازمین کو اوسطاً کتنی تنخواہ دیتے ہیں؟	Middle Management level _____/month Worker Level _____/month															
ID39	How often are workers paid? ملازمین کو تنخواہ کب دی جاتی ہے؟	<table border="1"> <tbody> <tr><td>Daily</td><td>روزانہ</td><td>1</td></tr> <tr><td>Weekly</td><td>ہفتہ وار</td><td>2</td></tr> <tr><td>Monthly</td><td>ماہانہ وار</td><td>3</td></tr> <tr><td>Other</td><td>دیگر</td><td>4</td></tr> </tbody> </table>	Daily	روزانہ	1	Weekly	ہفتہ وار	2	Monthly	ماہانہ وار	3	Other	دیگر	4			
Daily	روزانہ	1															
Weekly	ہفتہ وار	2															
Monthly	ماہانہ وار	3															
Other	دیگر	4															
ID40	What determines the number of employees you hire? (circle all that apply) ملازمین کو کام پر رکھنے کا فیصلہ کیسے کیا جاتا ہے؟ (ایک سے زیادہ جواب دے سکتے ہیں)	<table border="1"> <tbody> <tr><td>Workload</td><td>کام کے بوجھ کے لحاظ سے</td><td>1</td></tr> <tr><td>To oblige relative/friends</td><td>دوستوں /رشتہ داروں کو ممنون کرنے کے لئے</td><td>2</td></tr> <tr><td>To train new HR</td><td>نئے لوگوں کی تربیت کے لئے</td><td>3</td></tr> <tr><td>Other (Specify)</td><td>دیگر (تفصیل بتائیں)</td><td>4</td></tr> </tbody> </table>	Workload	کام کے بوجھ کے لحاظ سے	1	To oblige relative/friends	دوستوں /رشتہ داروں کو ممنون کرنے کے لئے	2	To train new HR	نئے لوگوں کی تربیت کے لئے	3	Other (Specify)	دیگر (تفصیل بتائیں)	4			
Workload	کام کے بوجھ کے لحاظ سے	1															
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Other (Specify)	دیگر (تفصیل بتائیں)	4															
ID41	What is the staff turnaround situation? ملازمین کے کام چھوڑنے کا رجحان کیا ہے؟	<table border="1"> <tbody> <tr><td>Very High</td><td>بہت زیادہ</td><td>1</td></tr> <tr><td>High</td><td>زیادہ</td><td>2</td></tr> <tr><td>Medium</td><td>درمیانہ</td><td>3</td></tr> <tr><td>Low</td><td>کم</td><td>4</td></tr> </tbody> </table>	Very High	بہت زیادہ	1	High	زیادہ	2	Medium	درمیانہ	3	Low	کم	4			
Very High	بہت زیادہ	1															
High	زیادہ	2															
Medium	درمیانہ	3															
Low	کم	4															
ID42	Compared to 12 months ago, has the number of people in this organization changed? پچھلے 12 ماہ کے مقابلے میں کیا آپ کے کاروبار میں ملازمین کی تعداد میں تبدیلی آئی ہے؟	<table border="1"> <tbody> <tr><td>Increased</td><td>زیادہ ہوئی ہے</td><td>1</td></tr> <tr><td>Remained the same</td><td>ویسی ہی رہی ہے</td><td>2</td></tr> <tr><td>Decreased</td><td>کم ہوئی ہے</td><td>3</td></tr> <tr><td>Organization did not exist one year ago</td><td>کاروبار ایک سال پہلے تھا ہی نہیں</td><td>4</td></tr> <tr><td>Do not know</td><td>معلوم نہیں</td><td>5</td></tr> </tbody> </table>	Increased	زیادہ ہوئی ہے	1	Remained the same	ویسی ہی رہی ہے	2	Decreased	کم ہوئی ہے	3	Organization did not exist one year ago	کاروبار ایک سال پہلے تھا ہی نہیں	4	Do not know	معلوم نہیں	5
Increased	زیادہ ہوئی ہے	1															
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Decreased	کم ہوئی ہے	3															
Organization did not exist one year ago	کاروبار ایک سال پہلے تھا ہی نہیں	4															
Do not know	معلوم نہیں	5															
ID43	Is retention an issue? کیا آپ کو ملازمین کو نوکری پر برقرار رکھنے کا مسئلہ درپیش ہے؟	<table border="1"> <tbody> <tr><td>Yes</td><td>ہاں</td><td>1</td></tr> <tr><td>No (Skip to ID 45)</td><td>نہیں (ID 45 پر جائیں)</td><td>2</td></tr> </tbody> </table>	Yes	ہاں	1	No (Skip to ID 45)	نہیں (ID 45 پر جائیں)	2									
Yes	ہاں	1															
No (Skip to ID 45)	نہیں (ID 45 پر جائیں)	2															
ID44	Why? (circle all that apply) اگر ہاں ، تو کیوں؟ (ایک سے زیادہ جواب دے سکتے ہیں)	<table border="1"> <tbody> <tr><td>Excessive workload</td><td>زیادہ کام کا بوجھ</td><td>1</td></tr> <tr><td>Low salary</td><td>کم تنخواہ</td><td>2</td></tr> <tr><td>Higher paying opportunities</td><td>کبھی اور زیادہ تنخواہ کے مواقع</td><td>3</td></tr> </tbody> </table>	Excessive workload	زیادہ کام کا بوجھ	1	Low salary	کم تنخواہ	2	Higher paying opportunities	کبھی اور زیادہ تنخواہ کے مواقع	3						
Excessive workload	زیادہ کام کا بوجھ	1															
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ID	Question	Response																		
		<table border="1"> <tbody> <tr><td>elsewhere</td><td>ملازمین کا روپہ</td><td>4</td></tr> <tr><td>Attitude of worker</td><td>بہت کم یا نہ ہونے کے برابر</td><td>5</td></tr> <tr><td>Minimum or no benefits</td><td>سہولیات</td><td>6</td></tr> <tr><td>Others(Specify)</td><td>دیگر (تفصیل بتائیں)</td><td>6</td></tr> </tbody> </table>	elsewhere	ملازمین کا روپہ	4	Attitude of worker	بہت کم یا نہ ہونے کے برابر	5	Minimum or no benefits	سہولیات	6	Others(Specify)	دیگر (تفصیل بتائیں)	6						
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Minimum or no benefits	سہولیات	6																		
Others(Specify)	دیگر (تفصیل بتائیں)	6																		
ID45	Are any of your current employees related to you? If yes, how many? کیا آپ کے موجودہ ملازمین میں سے کوئی آپ کا رشتہ دار /تعلق دار ہے؟ اگر ہاں تو کتنے؟	_____ Employees (ملازمین)																		
ID46	Where do most of your workers originate from? آپ کے زیادہ تر ملازمین کا تعلق کہاں سے ہے؟	<table border="1"> <tbody> <tr><td>Same village/town</td><td>اسی گاؤں/ٹاؤن سے</td><td>1</td></tr> <tr><td>Nearby village/town</td><td>قریبی گاؤں/ٹاؤن سے</td><td>2</td></tr> <tr><td>Another part of the district</td><td>اسی ضلع کے کسی اور حصے سے</td><td>3</td></tr> <tr><td>Another district</td><td>دوسرے ضلع سے</td><td>4</td></tr> <tr><td>Another province</td><td>دوسرے صوبے سے</td><td>5</td></tr> </tbody> </table>	Same village/town	اسی گاؤں/ٹاؤن سے	1	Nearby village/town	قریبی گاؤں/ٹاؤن سے	2	Another part of the district	اسی ضلع کے کسی اور حصے سے	3	Another district	دوسرے ضلع سے	4	Another province	دوسرے صوبے سے	5			
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Another province	دوسرے صوبے سے	5																		
ID47	How do you recruit workers? آپ ملازمین کیسے بھرتی کرتے ہیں؟	<table border="1"> <tbody> <tr><td>Referred through family</td><td>خاندان کے حوالے سے آنے ہوئے لوگ</td><td>1</td></tr> <tr><td>Referred through friends</td><td>دوستوں کے حوالے سے آنے ہوئے لوگ</td><td>2</td></tr> <tr><td>Advertisement</td><td>اٹھہارات کے ذریعے</td><td>3</td></tr> <tr><td>Walk-in</td><td>خود کوئی آ جانے</td><td>4</td></tr> <tr><td>Other</td><td>دیگر (تفصیل بتائیں)</td><td>5</td></tr> </tbody> </table>	Referred through family	خاندان کے حوالے سے آنے ہوئے لوگ	1	Referred through friends	دوستوں کے حوالے سے آنے ہوئے لوگ	2	Advertisement	اٹھہارات کے ذریعے	3	Walk-in	خود کوئی آ جانے	4	Other	دیگر (تفصیل بتائیں)	5			
Referred through family	خاندان کے حوالے سے آنے ہوئے لوگ	1																		
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Advertisement	اٹھہارات کے ذریعے	3																		
Walk-in	خود کوئی آ جانے	4																		
Other	دیگر (تفصیل بتائیں)	5																		
ID48	What is the recruitment/hiring workers? (circle all that apply) ملازمین کو بھرتی کرنے کا طریقہ کیا ہے؟ (ایک سے زیادہ جواب دے سکتے ہیں)	<table border="1"> <tbody> <tr><td>No recruitment process</td><td>کوئی طریقہ نہیں ہے</td><td>1</td></tr> <tr><td>Informal interview (discussion) with candidate</td><td>امیدوار سے غیر رسمی بات چیت</td><td>2</td></tr> <tr><td>Formal interview with candidate</td><td>امیدوار کا رسمی/باقاعدہ انٹرویو</td><td>3</td></tr> <tr><td>Application Form</td><td>درخواست فارم</td><td>4</td></tr> <tr><td>Testing of skills prior to selection</td><td>چننے سے پہلے ہنر مندی کا ٹیسٹ لے کر</td><td>5</td></tr> <tr><td>Other</td><td>دیگر (تفصیل بتائیں)</td><td>6</td></tr> </tbody> </table>	No recruitment process	کوئی طریقہ نہیں ہے	1	Informal interview (discussion) with candidate	امیدوار سے غیر رسمی بات چیت	2	Formal interview with candidate	امیدوار کا رسمی/باقاعدہ انٹرویو	3	Application Form	درخواست فارم	4	Testing of skills prior to selection	چننے سے پہلے ہنر مندی کا ٹیسٹ لے کر	5	Other	دیگر (تفصیل بتائیں)	6
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Other	دیگر (تفصیل بتائیں)	6																		
ID49	Is any prior experience required for employment? کیا آپ کے کاروبار میں نوکری حاصل کرنے کے لئے تجربے کی ضرورت پڑتی ہے؟  If yes, how many years of experience is required? اگر ہاں، تو کتنے سالوں کا تجربہ چاہیے ہوتا ہے؟	<table border="1"> <tbody> <tr><td colspan="3"><b>Middle Management level</b></td></tr> <tr><td>Prior experience _____ (Years)</td><td>پہلے سے موجود تجربہ</td><td>1</td></tr> <tr><td>None</td><td>کوئی نہیں</td><td>2</td></tr> <tr><td colspan="3"><b>Workers Level</b></td></tr> <tr><td>Prior experience _____ (Years)</td><td>پہلے سے موجود تجربہ</td><td>1</td></tr> <tr><td>None</td><td>کوئی نہیں</td><td>2</td></tr> </tbody> </table>	<b>Middle Management level</b>			Prior experience _____ (Years)	پہلے سے موجود تجربہ	1	None	کوئی نہیں	2	<b>Workers Level</b>			Prior experience _____ (Years)	پہلے سے موجود تجربہ	1	None	کوئی نہیں	2
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Prior experience _____ (Years)	پہلے سے موجود تجربہ	1																		
None	کوئی نہیں	2																		
ID50	Is any prior certification required for employment? (specify from where) کیا آپ کے کاروبار میں نوکری حاصل کرنے کے لئے کسی سرٹیفیکیٹ کی ضرورت ہوتی ہے؟(وضاحت کریں کہاں سے)	<table border="1"> <tbody> <tr><td>Technical and Vocational Training Authority (TEVTA)</td><td>ٹیکنیکل اور ووکیشنل ٹریننگ اتھارٹی</td><td>1</td></tr> <tr><td>Punjab Vocational Training Council (PVTTC)</td><td>پنجاب ووکیشنل ٹریننگ کونسل</td><td>2</td></tr> <tr><td>Punjab Board of Technical Education (PBTE)</td><td>پنجاب بورڈ آف ٹیکنیکل ایجوکیشن</td><td>3</td></tr> <tr><td>Private Institute</td><td>پرائیویٹ ادارہ</td><td>4</td></tr> <tr><td>Previous employer certification / letter</td><td>پچھلے مالک سے سرٹیفیکیٹ/خط</td><td>5</td></tr> <tr><td>None</td><td>کچھ نہیں</td><td>6</td></tr> </tbody> </table>	Technical and Vocational Training Authority (TEVTA)	ٹیکنیکل اور ووکیشنل ٹریننگ اتھارٹی	1	Punjab Vocational Training Council (PVTTC)	پنجاب ووکیشنل ٹریننگ کونسل	2	Punjab Board of Technical Education (PBTE)	پنجاب بورڈ آف ٹیکنیکل ایجوکیشن	3	Private Institute	پرائیویٹ ادارہ	4	Previous employer certification / letter	پچھلے مالک سے سرٹیفیکیٹ/خط	5	None	کچھ نہیں	6
Technical and Vocational Training Authority (TEVTA)	ٹیکنیکل اور ووکیشنل ٹریننگ اتھارٹی	1																		
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Previous employer certification / letter	پچھلے مالک سے سرٹیفیکیٹ/خط	5																		
None	کچھ نہیں	6																		
ID51	Is any written contract/agreement provided to your employees? کیا آپ اپنے ملازمین کے ساتھ نوکری کا تحریری معاہدہ کرتے ہیں؟	<table border="1"> <tbody> <tr><td>Yes</td><td>ہاں</td><td>1</td></tr> <tr><td>No</td><td>نہیں</td><td>2</td></tr> </tbody> </table>	Yes	ہاں	1	No	نہیں	2												
Yes	ہاں	1																		
No	نہیں	2																		
ID52	At which level would you hire female employees? اگر آپ خواتین ملازم رکھیں تو کس عہدے پر رکھیں گے؟	<table border="1"> <tbody> <tr><td>Upper management level</td><td>اپر مینجمنٹ لیول</td><td>1</td></tr> <tr><td>Middle management level</td><td>مڈل مینجمنٹ لیول</td><td>2</td></tr> <tr><td>Worker level</td><td>ورکر لیول</td><td>3</td></tr> <tr><td>Do not/would not hire females</td><td>خواتین کو ملازمت نہیں دیتے</td><td>4</td></tr> </tbody> </table>	Upper management level	اپر مینجمنٹ لیول	1	Middle management level	مڈل مینجمنٹ لیول	2	Worker level	ورکر لیول	3	Do not/would not hire females	خواتین کو ملازمت نہیں دیتے	4						
Upper management level	اپر مینجمنٹ لیول	1																		
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	ID53B: For which occupations?																			



	کس پیشے یا شعبے کے لئے																									
	ID53C: What are the associated skills with this type of occupation for females? اس شعبے یا پیشے سے منسلک خواتین میں کون سی مہارتیں ہونی چاہیے؟																									
ID53	Which additional skills/qualities do you look for in your candidates during recruitment? ملازمین کو بھرتی کرتے وقت آپ کون سے اضافی ہنر/صلاحیتیں دیکھتے ہیں؟	<table> <tr><td>1</td><td>کمپیوٹر کا ہنر</td><td>Computer skills</td></tr> <tr><td>2</td><td>مواصلات کی مہارت</td><td>Communication skills</td></tr> <tr><td>3</td><td>حساب کتاب کا علم</td><td>Numeracy</td></tr> <tr><td>4</td><td>حفاظتی اقدامات کا علم</td><td>Safety knowledge</td></tr> <tr><td>5</td><td>ٹیم میں کام کرنے کی صلاحیت</td><td>Team work</td></tr> <tr><td>6</td><td>انفرادی صفاتی</td><td>Individual Hygiene</td></tr> <tr><td>7</td><td>دیگر (وضاحت کریں)</td><td>Others (specify)</td></tr> <tr><td>8</td><td></td><td>No additional skills</td></tr> </table>	1	کمپیوٹر کا ہنر	Computer skills	2	مواصلات کی مہارت	Communication skills	3	حساب کتاب کا علم	Numeracy	4	حفاظتی اقدامات کا علم	Safety knowledge	5	ٹیم میں کام کرنے کی صلاحیت	Team work	6	انفرادی صفاتی	Individual Hygiene	7	دیگر (وضاحت کریں)	Others (specify)	8		No additional skills
1	کمپیوٹر کا ہنر	Computer skills																								
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6	انفرادی صفاتی	Individual Hygiene																								
7	دیگر (وضاحت کریں)	Others (specify)																								
8		No additional skills																								
ID54	Do you hire directly from Training Service Providers (TSPs)? کیا آپ براہ راست تربیتی اداروں سے ملازمین بھرتی کرتے ہیں؟	<table> <tr><td>1</td><td>ہاں</td><td>Yes</td></tr> <tr><td>2</td><td>نہیں (ID56 پر جائیں)</td><td>No(Skip to ID 56)</td></tr> </table>	1	ہاں	Yes	2	نہیں (ID56 پر جائیں)	No(Skip to ID 56)																		
1	ہاں	Yes																								
2	نہیں (ID56 پر جائیں)	No(Skip to ID 56)																								

ID55	Which TSPs do you typically hire from? Rank the trained individuals hired from these TSPs? کون سے تربیتی ادارے سے آپ ملازمین بھرتی کرتے ہیں؟ بھرتی کیے گئے افراد کو تربیت کے حوالے سے درجے بندی کریں؟	Name of TSP (تربیتی ادارے کا نام)	Rank (درجہ)
	5. Highly competent 6. Competent 7. Somewhat competent 8. Not competent at all		
	زیادہ مہارت/قابلیت مابہر/قابل کسی حد تک مابہر/قابل بالکل مابہر/قابل نہیں		

## Section D: Skills and Training

ID	Question	Response		
ID56	Does your existing workforce sufficiently fulfill the skillset you require? کیا آپ کے موجودہ ملازمین میں آپ کی موجودہ ضرورت کے مطابق ہنر/مہارت موجود ہے؟	بہت تھوڑی حد تک 1		
		کمی حد تک 2		
		بہت زیادہ حد تک 3		
ID57	If there are gaps, which skills are lagging? Specify skill and associate with occupation. اگر کمی ہے تو کون سے ہنر میں کمی ہے؟	Occupation (شعبہ/پیشہ)		Skill Gap (ہنر کی کمی)
ID58	What percentage/proportion of your staff do you consider fully proficient at their jobs? آپ کے خیال میں آپ کے کتنے فی صد ملازمین کو اپنے پیشے میں مکمل مہارت رکھتے ہیں؟	All of them (100%)		سب کو (100%) 1
		Most of them (75%)		زیادہ تر کو (75%) 2
		Half/some of them (50%)		ادھے/کچھ کو (50%) 3
		A few of them (25%)		چند کو (25%) 4
		None		کسی کو بھی نہیں 5
ID59	Which type of skills are being imparted by your unit to your employees? آپ کے کاروبار میں کس قسم کا ہنر سکھایا جاتا ہے؟	Technical skills specific to trade (specify)		پیشے کے مطابق مخصوص ہنر (وضاحت کریں) 1
		Management / supervisory skills		مینیجمنٹ/سپروائزری ہنر 2
		Administrative skills		انتظامی ہنر 3
		Other skills (specify)		دیگر ہنر (وضاحت کریں) 4
		None (Skip to ID 61)		کوئی نہیں (ID 61 پر جائیں) 5
ID60	If skills are being imparted, how does this take place? (circle all that apply)	Working alongside/observing trainer or manager		کام کے دوران ٹرینر/یا مینیجر کا مشاہدہ کرنا اور سیکھنا 1
		Working alongside/ observing other employees		کام کے دوران دوسرے ملازمین کا مشاہدہ کرنا اور سیکھنا 2

3	خود کام کرنا	Independent work
4	جماعت کی بنیاد پر تربیت/کام کرنے کی جگہ دکھانا	Classroom-based training / demonstration at workplace
5	جماعت کی بنیاد پر تربیت/دیگر ادارے دکھانا	Classroom-based training / demonstration at other site (institution)
6	دیگر (تفصیل بتائیں)	Other (specify)

ID61	Do you work with other businesses/ external trainers to train your employees? کیا آپ نے اپنے ملازمین کی تربیت کسی اور کاروبار/یادگار کے افراد سے کروائی؟	<table> <tr><td>1</td><td>ہاں-بہت زیادہ</td><td>Yes - often</td></tr> <tr><td>2</td><td>ہاں-کبھی کبھار</td><td>Yes - sometimes</td></tr> <tr><td>3</td><td>ہاں-بہت کم</td><td>Yes - rarely</td></tr> <tr><td>4</td><td>نہیں (ID66 پر جائیں)</td><td>No (Skip to ID 66)</td></tr> </table>	1	ہاں-بہت زیادہ	Yes - often	2	ہاں-کبھی کبھار	Yes - sometimes	3	ہاں-بہت کم	Yes - rarely	4	نہیں (ID66 پر جائیں)	No (Skip to ID 66)
1	ہاں-بہت زیادہ	Yes - often												
2	ہاں-کبھی کبھار	Yes - sometimes												
3	ہاں-بہت کم	Yes - rarely												
4	نہیں (ID66 پر جائیں)	No (Skip to ID 66)												

ID62	If yes, specify with whom? Provide name of TSPs. اگر ہاں، تو تفصیل بتائیں؟ تربیتی اداروں کے نام بتائیں۔													
ID63	For which training course(s) was the TSP sought? Specify. کون سا تربیتی کورس تربیتی ادارے نے کروایا؟ تفصیل بتائیں۔													
ID64	How effective has this course been in developing the skills/ knowledge of your workers? وہ کورس آپ کے ملازمین کے ہنر اور معلومات بڑھانے میں کتنا کارآمد ثابت ہوا؟	<table> <tr><td>1</td><td>بالکل بھی نہیں</td><td>Not effective at all</td></tr> <tr><td>2</td><td>کسی حد تک موثر</td><td>Somewhat effective</td></tr> <tr><td>3</td><td>موثر</td><td>Effective</td></tr> <tr><td>4</td><td>بہت موثر</td><td>Very effective</td></tr> </table>	1	بالکل بھی نہیں	Not effective at all	2	کسی حد تک موثر	Somewhat effective	3	موثر	Effective	4	بہت موثر	Very effective
1	بالکل بھی نہیں	Not effective at all												
2	کسی حد تک موثر	Somewhat effective												
3	موثر	Effective												
4	بہت موثر	Very effective												
ID65	How would you rate the service provided by the TSP? (in terms of curriculum used, facilities provided etc.) آپ اس تربیتی ادارے کی خدمات کو کیا درجہ دیں گے؟	<table> <tr><td>1</td><td>برا</td><td>Poor</td></tr> <tr><td>2</td><td>مطمئن شدہ</td><td>Satisfactory</td></tr> <tr><td>3</td><td>اچھا</td><td>Good</td></tr> <tr><td>4</td><td>بہت اچھا</td><td>Very good</td></tr> </table>	1	برا	Poor	2	مطمئن شدہ	Satisfactory	3	اچھا	Good	4	بہت اچھا	Very good
1	برا	Poor												
2	مطمئن شدہ	Satisfactory												
3	اچھا	Good												
4	بہت اچھا	Very good												

ID66	Is your industry or business <b>association</b> involved in training in any way? کیا آپ کی انڈسٹری یا کاروبار کی انجمن تربیت کرانے میں حصہ لیتی ہے؟	Yes (explain)	ہاں (وضاحت کریں)	1
		No	نہیں	2
ID67	Do you receive information from TSPs regarding upcoming training programmes? کیا آپ کو کبھی تربیتی اداروں سے نئے آنے والے تربیتی پروگرام کے متعلق معلومات موصول ہوتی ہیں؟	Regularly	روزانہ	1
		Sometimes	کبھی کبھار	2
		Rarely	بہت کم	3
		No	نہیں	4
ID68	Do you require support in training your employees? If yes, what type of assistance do you need? کیا آپ اپنے ملازمین کو تربیت دلوانے کے لئے مدد کی ضرورت ہے؟ اگر ہاں تو کس قسم کی مدد درکار ہے؟	Occupation (شعبہ/پیشہ)	Skill Needed کی ضرورت	
ID69	For the purpose of training your employees, which source of training service provider (TSP) would you prefer? اپنے ملازمین کی تربیت کے لئے آپ کس ادارے کو ترجیح دیں گے؟	Government TEVT institution	حکومت کا TEVT ادارہ	1
		Other Government TSP	دیگر حکومت کا ادارہ	2
		Private Institute /provider (Specify)	پرائیویٹ ادارہ /شخص (تفصیل بتائیں)	3
		NGO TSP (Specify)	این جی او (تفصیل بتائیں)	4
		Others (Specify)	دیگر (تفصیل بتائیں)	5
ID70	Have you ever used any Standard	Yes	ہاں	1



	Operating Procedures manual to mentor/train your employees? کیا آپ نے کبھی اپنے ملازمین کی تربیت کے لئے معیاری ضابطہ کار کتابچہ استعمال کیا ہے؟	2	نہیں (ID73 پر جائیں)
		No (skip to ID 73)	

ID71	If yes, how useful was this manual? اگر ہاں، تو یہ کتابچہ کتنا فائدہ مند تھا؟	1	بہت حد تک مددگار
		2	کمی حد تک مددگار
		3	بالکل مددگار نہیں
ID72	If no, how useful would such a manual be for you? اگر نہیں، تو آپ کیا سمجھتے ہیں یہ کتابچہ کتنا مفید ہو سکتا ہے؟	1	بہت حد تک مددگار
		2	کمی حد تک مددگار
		3	بالکل مددگار نہیں

ID73	How do you monitor your employees' performance? آپ اپنے ملازمین کی کارکردگی کیسے جانچتے ہیں؟	1	کام کے دوران کارکردگی کے مشاہدے (observation)
		2	مقررہ ٹیسٹ سے
		3	پیداوار کی مقدار سے
		4	دیگر (تفصیل بتائیں)
		Other	
ID74	Is your business currently providing on the job training to employees? کیا آپ کا کاروبار اس وقت ملازمین کو دوران نوکری تربیت کی سہولت دے رہا ہے؟	1	ہاں
		2	نہیں (ID77 پر جائیں)

ID75	If yes, for how many employees? اگر ہاں، تو کتنے ملازمین؟	_____ managers	
		_____ workers	
ID76	If yes, for which skill(s)? (Specify) اگر ہاں، تو کون سی مہارت کے لئے؟ (تفصیل بتائیں)		

ID77	Has your business provided on the job training to your employees in the past? کیا آپ کا کاروبار ماضی میں بھی دوران نوکری تربیت دیتا رہا ہے؟	1	ہاں
		2	نہیں
ID78	Does your business have the capacity to take apprentices on board? کیا آپ کے کاروبار میں شاگردوں کی گنجائش ہے؟	1	ہاں
		2	نہیں (ID80 پر جائیں)
ID79	If yes, how many apprentices can you take on board? اگر ہاں، تو کتنے شاگرد آپ رکھ سکتے ہیں؟	_____ apprentices (شاگرد)	

ID80	Any other comments regarding employee skills? مندی کے متعلق مزید تجاویز دینا چاہیں؟		
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## Section E: Awareness of PSDF

ID	Question	Response	
ID81	Are you aware of the PSDF Programme? کیا آپ کو PSDF کے پروگرام کے متعلق معلوم ہے؟	Yes	ہاں 1
		No (skip to ID 84)	نہیں (ID 84 پر جائیں) 2
ID82	Are you aware of the role of PSDF in trainings? کیا آپ کو تربیت کے حوالے سے PSDF کے کردار کے متعلق معلوم ہے؟	Yes	ہاں 1
		No	نہیں 2
ID83	Do you have any previous experience working with PSDF?	Yes	ہاں 1
		No	نہیں 2

کیا آپ کا PSDF کے ساتھ کام کرنے کا تجربہ ہے؟			
ID84	What areas should be focused upon to strengthen the quality/ effectiveness of training provided by Training Service Providers or OJT Providers?? آپ کے خیال میں تربیت کے کون سے عنصر پر زیادہ دھیان دیا جانا چاہیے تاکہ تربیتی اداروں کے تربیتی معیار/افادیت کو بہتر بنایا جاسکے؟	1	Technical training provided by TSP ٹیکنیکل تربیت جو کہ تربیتی ادارہ دے
		2	On Job training دوران نوکری تربیت
		3	Revision of curricula نصاب میں تبدیلی
		4	Other (specify) دیگر (تفصیل بتائیں)



ID 26-

- 1. Copy Milling Machine Operator(کاپی ملنگ مشین آپریٹر)
- 2. Spark Erosion machine Operator(سپارک ایروژن مشین آپریٹر)
- 3. Wire Cut Machine Operator(وائر کٹ مشین آپریٹر)
- 4. Vertical Machining Center Operator(ویریٹیکل مشین سینٹر آپریٹر)
- 5. Hammer man & Pressman(ہیمر مین اور پریس مین)
- 6. Shot Blasting Machine Operators(شارٹ بلاسٹنگ مشین آپریٹر)
- 7. Machinist (Milling and Lathe)(میکینک (ملنگ اور لیٹھ))
- 8. Filer(فلر)
- 9. Grinder(گرینڈر)
- 10. Fixer(فیکسر)
- 11. Forman Heat Treatment(فورمن ہیٹ ٹریٹمنٹ)
- 12. Box Grinders & setters(باکس گرینڈرز اور سیٹرز)
- 13. Sand Blasting Machine Operator(سینڈ بلاسٹنگ مشین آپریٹر)
- 14. Polishers(پالشرز)

ID 28 1. Middle Management level(مڈل مینجمنٹ لیول) 2. Worker level (ورکر لیول)

ID 29 1. No education/illiterate (کوئی تعلیم نہیں/ان پڑھ) 2. Primary (پرائمری) 3. Middle (مڈل) 4. High (ہائی) 5. Bachelors (بچلرز) 6. Masters (ماسٹرز) 7. Technical and vocational (ٹیکنیکل اور ووکیشنل)

ID 30

- 1 Research & Development (ریسرچ اینڈ ڈیولپمنٹ)
- 2 Designing & bending (ڈیزائننگ اور فلوئینگ)
- 3 Minimum material wastage(کم از کم مادی ضیاع)
- 4 Quality Assurance(کوئٹیٹی انشورنس)
- 5 Appropriate size (مناسب سائز)
- 6 Rivet material (magnetic, non-magnetic) (ریٹ کا مواد (مغناطیسی ، غیر مغناطیسی))
- 7 Electrochemical polishing (الیکٹرو کیمیکل پولش)
- 8 Boiling water testing and Passivation(کھولنا پانی کی کھولنا اور پاسیویشن)
- 9 Quality and voltage setting(کوئٹیٹی اور وولٹیج کی ترتیب)
- 10 Chemical ratio(کیمیائی تناسب)
- 11 Timings of different instruments(ان کے ٹائمز)
- 12 Type of instrument to be coated (نسب اور تکنیک)
- 13 Ratio & technique(نسب اور تکنیک)
- 14 Instrument specific performance (ان کے کی مخصوص کارکردگی)
- 15 Instrument cleaning(ان کے کی صفائی)

ID 32 - 1. Easily available (آسانی سے دستیاب) 2. Hard-to-fill(آسانی سے دستیاب) 3. Not available (موجود نہیں)

ID 33- 1. Difficult working hours (مکشاکش گھنٹے) 2. Inadequate/insufficient skills/qualification (نامناسب/نقصانی تجربہ) 3. Lack of interest (نقصانی دلچسپی نہ لینا) 4. Inadequate/insufficient experience (نامناسب/نقصانی تجربہ) 5. Seasonal work (فصلی کام) 6. Location is difficult to reach(مکشاکش مقام)

- 15. Electrolytic polisher(الیکٹرو لیتھک پالشر)
- 16. Chemist(کیمسٹ)
- 17. Plastic Molding Man(پلاسٹک مولڈنگ مین)
- 18. Ultrasonic Cleaning Machine Operators(اولٹراسونک کلیوننگ مشین آپریٹر)
- 19. Laser Marking Machine Operator(لیزر مارکنگ مشین آپریٹر)
- 20. QC Inspector(کیو ایچ انسپیکٹر)
- 21. Gold Plating Men(گولڈ پلٹنگ مین)
- 22. Powder Coating Man(پاؤڈر کوٹنگ مین)
- 23. PVD Coating Machine Operator(پیو ڈی سی کوٹنگ مشین آپریٹر)
- 24. Packing machine operator(پیکنگ مشین آپریٹر)
- 25. Helpers(ہیلپرز)
- 26. Welder at Spot, Laser Welding & Argon Welding(ولڈر ایٹ سپوٹ، لیزر ولڈنگ اور آرگون ولڈنگ)
- 27. Mechanical Engineer diploma holder (میکینیکل انجینئر / ڈپلوما ہولڈر)
- 28. Die Maker (ڈی میکر)

- 29. Mistry(مستری)
- 30. Temper man (تیمپر لگائے والا)
- 31. Acid Pickler(ایسڈ پیکلر)
- 32. Rivet Man (ریٹ لگائے والا)
- 33. Plant/machine operator(پلانٹ آپریٹر)
- 34. Sand blaster(سینڈ بلاسٹر)
- 35. Passivation man(پسیویشن مین)
- 36. Supervisor(سپر وائزر)
- 37. Cleaning person (کلیوننگ کرنے والا)
- 38. Marking man (مارکنگ کرنے والا)
- 39. Packing man (پیکنگ کرنے والا)
- 40. Boil test and Passivation
- 41. O & M of Vacuum Furnaces and Conveyor Belt Furnaces,
- 42. Others (دیگر (تفصیل بتائیے))

- 16 Knowledge of basic instruments(الات کی بنیادی علم)
- 17 Usage of CNC machine (سی این سی مشین کا استعمال)
- 18 Designing(ڈیزائننگ)
- 19 Marking (مارکنگ)
- 20 Final inspection(حتمی معائنہ)
- 21 Packaging (پیکنگ)
- 22 Machine operations(مشین چلاتا)
- 23 Lubrication(لیباؤ اور گریس دینا)
- 24 Cutting stroke adjustment(کٹنگ اسٹروک ایڈجسٹمنٹ)
- 25 Material feeding(مواد کو فید کرنا)
- 26 Measurement(میاں گیری)
- 27 Die fitting & alignment(ڈی فٹنگ اور لائن اپ)
- 28 Material removal (اصلاحی مائل ہٹنا)
- 29 Sheet cutting optimisation(شیت کٹنگ آپٹیمائزیشن)
- 30 Machine Maintenance(مشین کی مرمت اور نیگہ پال کرنا)
- 31 Job balancing on grinding/ filing wheel (ڈگریٹنگ کرنا)

- 32 Uniform force application(ایک جیسا روز لگانا)
- 33 Edge length and thickness control(ایڈج لمتھ اور تھکنس کنٹرول کرنا)
- 34 Temperature control(تھرمنی کنٹرول کرنا)
- 35 Techniques for removal of burrs, marks, cuts, etc. (برنز، مارکس، کٹس، ایٹس، ایٹس کے لیے تکنیکیں)
- 36 Riveting(ریٹنگ)
- 37 Fitting(فٹنگ)
- 38 Alignment(الائنمنٹ کرنا)
- 39 Offsetting/Chamfering(آفسیٹنگ/چامفرنگ)
- 40 O&M of Vacuum Furnaces and Conveyor Belt Furnaces
- 41 Box Grinding and Instrument Setting skills (بکس گرینڈنگ اور انسٹرومنٹ سیٹنگ سکیلز)
- 42 O&M of Welding machines
- 43 Gold /power Coating
- 44 O&M of PVD coating machines
- 45 Other (Specify) (دیگر (وضاحت کریں))

QUESTIONNAIRE: EMPLOYEES

Cutlery, Utensils, Hunting Equipment and Surgical Instruments Manufacturing Unit

Questionnaire Number (For official use only)	ID	D	D	Sr. No.

FIRM CODE	Sr. No.

Section-A: Industry & Respondent Profile

ID	Question	Response
Employee Profile		
ID1	Firm Name (employer name, if individual) کاروبار کا نام (مالک کا نام اگر کاروبار کسی فرد سے منسلک ہے)	
ID2	Firm / Employer Address کاروبار /فرم کا پتہ	
ID3	District ضلع	1. گجراتوالہ 2. سیالکوٹ
ID4	Town/village ٹاؤن/گاؤں	
ID5	Union Council یونین کونسل	
ID6	Sector سیکٹر	1. کٹلری، برتن اور شکار کے سامان کی صنعتکاری 2. سرجری کے آلات کی صنعتکاری
ID7	Unit یونٹ	1. روایتی یونٹ 2. روایتی اور جدید کا مکس یونٹ 3. جدید یونٹ
ID8	Locale علاقہ	1. شہری 2. نیم شہری 3. دیہی
ID9	Firm Size کاروبار کا سائز	1. بہت چھوٹا 2. چھوٹا 3. درمیانہ 4. بڑا
Respondent Profile		
ID10	Name نام	
ID11	Mobile Number موبائل نمبر	
ID12	Gender: جنس	1. مرد 2. عورت
ID13	Highest Education Level Completed تعلیم کا مکمل درجہ کیا ہے؟	1. کوئی تعلیم نہیں/ان پڑھ 2. پرائمری 3. مڈل 4. ہائی 5. بیچلرز 6. ماسٹرز
ID14	Did you attend any technical and vocational education and training course prior to this job? (formal defined as being linked to government / TEVTA; of a fixed duration and linked to certification) کیا آپ نے نوکری سے پہلے کوئی ٹیکنیکل اور ووکیشنل تعلیم اور تربیتی کورس کیا ہوا تھا؟	1. ہاں-رسمی تربیت 2. ہاں-غیر رسمی تربیت 3. نہیں



## Section B: Securing the Job

ID	Question	Response																		
ID15	What is your job title? (Specify Occupation) آپ کی ملازمت کا عہدہ کیا ہے؟																			
ID16	How did you find out about this job/position? آپ کو یہ نوکری کس طرح ملی؟	<table border="1"> <tr> <td>1</td> <td>Referred by family</td> <td>کسی خاندان کے فرد کے حوالے سے</td> </tr> <tr> <td>2</td> <td>Referred by friends</td> <td>کسی دوست کے حوالے سے</td> </tr> <tr> <td>3</td> <td>Advertisement</td> <td>اخبار سے</td> </tr> <tr> <td>4</td> <td>Walk-in</td> <td>خود سے</td> </tr> <tr> <td>5</td> <td>Other</td> <td>دیگر (وضاحت کریں)</td> </tr> </table>	1	Referred by family	کسی خاندان کے فرد کے حوالے سے	2	Referred by friends	کسی دوست کے حوالے سے	3	Advertisement	اخبار سے	4	Walk-in	خود سے	5	Other	دیگر (وضاحت کریں)			
1	Referred by family	کسی خاندان کے فرد کے حوالے سے																		
2	Referred by friends	کسی دوست کے حوالے سے																		
3	Advertisement	اخبار سے																		
4	Walk-in	خود سے																		
5	Other	دیگر (وضاحت کریں)																		
ID17	How were you selected? Was there a recruitment process? (circle all that apply) آپ کا انتخاب اس نوکری کے لئے کس طرح ہوا؟ کیا کوئی بھرتی کا باقاعدہ طریقہ کار موجود تھا؟	<table border="1"> <tr> <td>1</td> <td>No recruitment process</td> <td>کوئی طریقہ کار موجود نہیں</td> </tr> <tr> <td>2</td> <td>Informal interview (discussion) with employer</td> <td>مالک کے ساتھ غیر رسمی بات چیت</td> </tr> <tr> <td>3</td> <td>Formal interview with employer</td> <td>مالک کے ساتھ رسمی بات چیت</td> </tr> <tr> <td>4</td> <td>Filled out an Application Form</td> <td>درخواست فارم پُر کیا تھا</td> </tr> <tr> <td>5</td> <td>Testing of skills prior to selection</td> <td>انتخاب سے پہلے کا ٹیسٹ</td> </tr> <tr> <td>6</td> <td>Other</td> <td>دیگر (وضاحت کریں)</td> </tr> </table>	1	No recruitment process	کوئی طریقہ کار موجود نہیں	2	Informal interview (discussion) with employer	مالک کے ساتھ غیر رسمی بات چیت	3	Formal interview with employer	مالک کے ساتھ رسمی بات چیت	4	Filled out an Application Form	درخواست فارم پُر کیا تھا	5	Testing of skills prior to selection	انتخاب سے پہلے کا ٹیسٹ	6	Other	دیگر (وضاحت کریں)
1	No recruitment process	کوئی طریقہ کار موجود نہیں																		
2	Informal interview (discussion) with employer	مالک کے ساتھ غیر رسمی بات چیت																		
3	Formal interview with employer	مالک کے ساتھ رسمی بات چیت																		
4	Filled out an Application Form	درخواست فارم پُر کیا تھا																		
5	Testing of skills prior to selection	انتخاب سے پہلے کا ٹیسٹ																		
6	Other	دیگر (وضاحت کریں)																		
ID18	How difficult was it to obtain this job? اس نوکری کو حاصل کرنا کتنا مشکل تھا؟	<table border="1"> <tr> <td>1</td> <td>Not difficult at all</td> <td>بالکل مشکل نہیں تھا</td> </tr> <tr> <td>2</td> <td>Rigorous selection criteria</td> <td>انتخاب کا سخت معیار</td> </tr> <tr> <td>3</td> <td>High level of competition</td> <td>مقابلہ بہت زیادہ تھا</td> </tr> <tr> <td>4</td> <td>Financial guarantee required</td> <td>مالی ضمانت کی ضرورت</td> </tr> <tr> <td>5</td> <td>Other (specify)</td> <td>دیگر (وضاحت کریں)</td> </tr> </table>	1	Not difficult at all	بالکل مشکل نہیں تھا	2	Rigorous selection criteria	انتخاب کا سخت معیار	3	High level of competition	مقابلہ بہت زیادہ تھا	4	Financial guarantee required	مالی ضمانت کی ضرورت	5	Other (specify)	دیگر (وضاحت کریں)			
1	Not difficult at all	بالکل مشکل نہیں تھا																		
2	Rigorous selection criteria	انتخاب کا سخت معیار																		
3	High level of competition	مقابلہ بہت زیادہ تھا																		
4	Financial guarantee required	مالی ضمانت کی ضرورت																		
5	Other (specify)	دیگر (وضاحت کریں)																		
ID19	Was any prior experience required for this job? If yes, how many years? کیا اس نوکری کے لئے پہلے سے موجود تجربے کی ضرورت تھی؟	<table border="1"> <tr> <td>1</td> <td>Prior experience (specify in years)</td> <td>پہلے کا تجربہ (سالوں میں بتائیں)</td> </tr> <tr> <td>2</td> <td>None</td> <td>کوئی نہیں</td> </tr> </table>	1	Prior experience (specify in years)	پہلے کا تجربہ (سالوں میں بتائیں)	2	None	کوئی نہیں												
1	Prior experience (specify in years)	پہلے کا تجربہ (سالوں میں بتائیں)																		
2	None	کوئی نہیں																		
ID20	Was any prior certification required for this job? کیا اس نوکری کے لئے کسی قسم کے سرٹیفیکیٹ کی ضرورت تھی؟	<table border="1"> <tr> <td>1</td> <td>TVET certification</td> <td>TEVT کا سرٹیفیکیٹ</td> </tr> <tr> <td>2</td> <td>Previous employer certification / letter</td> <td>پچھلے مالک کا سرٹیفیکیٹ/خط</td> </tr> <tr> <td>3</td> <td>Other (specify)</td> <td>دیگر (وضاحت کریں)</td> </tr> <tr> <td>4</td> <td>None</td> <td>کچھ نہیں</td> </tr> </table>	1	TVET certification	TEVT کا سرٹیفیکیٹ	2	Previous employer certification / letter	پچھلے مالک کا سرٹیفیکیٹ/خط	3	Other (specify)	دیگر (وضاحت کریں)	4	None	کچھ نہیں						
1	TVET certification	TEVT کا سرٹیفیکیٹ																		
2	Previous employer certification / letter	پچھلے مالک کا سرٹیفیکیٹ/خط																		
3	Other (specify)	دیگر (وضاحت کریں)																		
4	None	کچھ نہیں																		
ID21	Are you related to the manager / employer or other workers in this enterprise? کیا آپ اس کاروبار کے منیجر/مالک یا کسی اور کام کرنے والے کے رشتے دار/تعلق دار ہیں؟	<table border="1"> <tr> <td>1</td> <td>No relation to anyone</td> <td>کسی سے کوئی تعلق نہیں</td> </tr> <tr> <td>2</td> <td>Related to employer only</td> <td>مالک سے رشتہ /تعلق</td> </tr> <tr> <td>3</td> <td>Related to other employees only</td> <td>ساتھ کام کرنے والے سے رشتہ/تعلق</td> </tr> <tr> <td>4</td> <td>Related to employer and employees</td> <td>مالک اور اس کے ساتھ کام کرنے والوں سے رشتہ/تعلق</td> </tr> </table>	1	No relation to anyone	کسی سے کوئی تعلق نہیں	2	Related to employer only	مالک سے رشتہ /تعلق	3	Related to other employees only	ساتھ کام کرنے والے سے رشتہ/تعلق	4	Related to employer and employees	مالک اور اس کے ساتھ کام کرنے والوں سے رشتہ/تعلق						
1	No relation to anyone	کسی سے کوئی تعلق نہیں																		
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4	Related to employer and employees	مالک اور اس کے ساتھ کام کرنے والوں سے رشتہ/تعلق																		
ID22	Was any written contract/agreement provided to you? کیا آپ کو کوئی تحریری معاہدہ دیا گیا تھا؟ a. If yes, how well did you understand the contents of the agreement? (I.e. terms, conditions, etc.) اگر ہاں، تو وہ معاہدہ آپ کو کتنا سمجھ میں آیا تھا؟	<table border="1"> <tr> <td>1</td> <td>Yes</td> <td>ہاں</td> </tr> <tr> <td>2</td> <td>No (skip to ID 23)</td> <td>نہیں (ID 23 پر جائیں)</td> </tr> </table>	1	Yes	ہاں	2	No (skip to ID 23)	نہیں (ID 23 پر جائیں)												
1	Yes	ہاں																		
2	No (skip to ID 23)	نہیں (ID 23 پر جائیں)																		
ID23	When did you first start this job? (enter date) آپ نے یہ کام کب شروع کیا تھا؟	<table border="1"> <tr> <td>1</td> <td>Very well</td> <td>بہت زیادہ</td> </tr> <tr> <td>2</td> <td>Somewhat</td> <td>کچھ حد تک</td> </tr> <tr> <td>3</td> <td>Not at all</td> <td>بالکل بھی نہیں</td> </tr> </table>	1	Very well	بہت زیادہ	2	Somewhat	کچھ حد تک	3	Not at all	بالکل بھی نہیں									
1	Very well	بہت زیادہ																		
2	Somewhat	کچھ حد تک																		
3	Not at all	بالکل بھی نہیں																		
ID24	How often are you paid? آپ کو تنخواہ کب کب ملتی ہے؟	<table border="1"> <tr> <td>1</td> <td>Daily</td> <td>روزانہ</td> </tr> <tr> <td>2</td> <td>Weekly</td> <td>ہفتہ وار</td> </tr> <tr> <td>3</td> <td>Monthly</td> <td>ماہانہ وار</td> </tr> <tr> <td>4</td> <td>Other (specify)</td> <td>دیگر (وضاحت کریں)</td> </tr> </table>	1	Daily	روزانہ	2	Weekly	ہفتہ وار	3	Monthly	ماہانہ وار	4	Other (specify)	دیگر (وضاحت کریں)						
1	Daily	روزانہ																		
2	Weekly	ہفتہ وار																		
3	Monthly	ماہانہ وار																		
4	Other (specify)	دیگر (وضاحت کریں)																		
ID25	What is the salary or stipend amount? (on average) آپ کی اندازاً تنخواہ کتنی ہے؟	<table border="1"> <tr> <td>Rs. _____ / day</td> </tr> <tr> <td>Rs. _____ / month</td> </tr> </table>	Rs. _____ / day	Rs. _____ / month																
Rs. _____ / day																				
Rs. _____ / month																				

ID	Question	Response																					
ID26	What other benefits do you receive? (circle all that apply) اس کے علاوہ کون سی سہولیات آپ کو نوکری کے دوران دی جاتی ہیں؟ (ایک سے زیادہ جواب دے سکتے ہیں)	<table border="1"> <tr> <td>1</td> <td>None</td> <td>کچھ نہیں</td> </tr> <tr> <td>2</td> <td>Food (meals)</td> <td>کھانا</td> </tr> <tr> <td>3</td> <td>Accommodation</td> <td>رہائش</td> </tr> <tr> <td>4</td> <td>Medical benefits</td> <td>میڈیکل سہولیات</td> </tr> <tr> <td>5</td> <td>Insurance</td> <td>انشورنس</td> </tr> <tr> <td>6</td> <td>Leave</td> <td>چھٹی</td> </tr> <tr> <td>7</td> <td>Other (specify)</td> <td>دیگر (وضاحت کریں)</td> </tr> </table>	1	None	کچھ نہیں	2	Food (meals)	کھانا	3	Accommodation	رہائش	4	Medical benefits	میڈیکل سہولیات	5	Insurance	انشورنس	6	Leave	چھٹی	7	Other (specify)	دیگر (وضاحت کریں)
1	None	کچھ نہیں																					
2	Food (meals)	کھانا																					
3	Accommodation	رہائش																					
4	Medical benefits	میڈیکل سہولیات																					
5	Insurance	انشورنس																					
6	Leave	چھٹی																					
7	Other (specify)	دیگر (وضاحت کریں)																					

## Section C: Activities carried out and skills required

ID	Question	Response									
ID27	How long have you been working at your current position? آپ اس موجودہ عہدے پر کتنے عرصے سے کام کر رہے ہیں؟										
ID28	How many hours per day do you work? آپ دن میں کتنے گھنٹے کام کرتے ہیں؟	_____ Hours per day (گھنٹے ایک دن میں)									
ID29	How many days a week do you work? آپ ہفتے میں کتنے دن کام کرتے ہیں؟	_____ Days per week (دن ایک ہفتے میں)									
ID30	Have you been provided your job description? کیا آپ کو آپ کے کام کی تفصیل بتائی گئی ہے؟	<table border="1"> <tr> <td>1</td> <td>Yes, verbally</td> <td>جی ہاں، زبانی</td> </tr> <tr> <td>2</td> <td>Yes, in writing</td> <td>جی ہاں، تحریری</td> </tr> <tr> <td>3</td> <td>No</td> <td>نہیں</td> </tr> </table>	1	Yes, verbally	جی ہاں، زبانی	2	Yes, in writing	جی ہاں، تحریری	3	No	نہیں
1	Yes, verbally	جی ہاں، زبانی									
2	Yes, in writing	جی ہاں، تحریری									
3	No	نہیں									
ID31	What activities do you carry out during your job? Specify. اس نوکری میں کیا کام کرتے ہیں؟	<table border="1"> <tr> <td>1.</td> <td>_____</td> </tr> <tr> <td>2.</td> <td>_____</td> </tr> <tr> <td>3.</td> <td>_____</td> </tr> </table>	1.	_____	2.	_____	3.	_____			
1.	_____										
2.	_____										
3.	_____										
ID32	What skills are required to carry out the above-mentioned activities? اوپر بتائے گئے کاموں کو کرنے کے لئے آپ کو کون سے ہنر/مہارت کی ضرورت ہوتی ہے؟	<table border="1"> <tr> <td>1.</td> <td>_____</td> </tr> <tr> <td>2.</td> <td>_____</td> </tr> <tr> <td>3.</td> <td>_____</td> </tr> </table>	1.	_____	2.	_____	3.	_____			
1.	_____										
2.	_____										
3.	_____										
ID33	Did you ever attend any training related to this job? (external training) کیا آپ نے اس کام کو کرنے کے لئے کسی تربیت میں شرکت کی؟	<table border="1"> <tr> <td>1</td> <td>Yes</td> <td>ہاں</td> </tr> <tr> <td>2</td> <td>No (skip to ID 43)</td> <td>نہیں (ID 43 پر جائیں)</td> </tr> </table>	1	Yes	ہاں	2	No (skip to ID 43)	نہیں (ID 43 پر جائیں)			
1	Yes	ہاں									
2	No (skip to ID 43)	نہیں (ID 43 پر جائیں)									

ID34	What was the nature / content of the training? اس تربیت کی نوعیت/مواد کیا تھا؟	<table border="1"> <tr> <td>1</td> <td>Technical skills specific to trade (specify)</td> <td>ٹیکنیکل ہنر/مہارت اس کام کو کرنے کے لئے</td> </tr> <tr> <td>2</td> <td>Management / supervisory skills</td> <td>منیجمنٹ/نگرانی کی مہارت/ہنر</td> </tr> <tr> <td>3</td> <td>Administrative skills</td> <td>انتظامی مہارت/ہنر</td> </tr> <tr> <td>4</td> <td>Other skills (specify)</td> <td>دیگر مہارت/ہنر</td> </tr> <tr> <td>5</td> <td>None</td> <td>کچھ بھی نہیں</td> </tr> </table>	1	Technical skills specific to trade (specify)	ٹیکنیکل ہنر/مہارت اس کام کو کرنے کے لئے	2	Management / supervisory skills	منیجمنٹ/نگرانی کی مہارت/ہنر	3	Administrative skills	انتظامی مہارت/ہنر	4	Other skills (specify)	دیگر مہارت/ہنر	5	None	کچھ بھی نہیں
1	Technical skills specific to trade (specify)	ٹیکنیکل ہنر/مہارت اس کام کو کرنے کے لئے															
2	Management / supervisory skills	منیجمنٹ/نگرانی کی مہارت/ہنر															
3	Administrative skills	انتظامی مہارت/ہنر															
4	Other skills (specify)	دیگر مہارت/ہنر															
5	None	کچھ بھی نہیں															
ID35	What was the name of the organization which provided this training? (specify) ادارے کا نام بتائیے جس نے تربیت دی؟																
ID36	Where did this training take place? Specify location. تربیت کس جگہ ہوئی (مقام بتائیے)																
ID37	What was the name of the training course which you undertook? تربیتی کورس کا نام کیا تھا؟																
ID38	When did this training take	_____ / _____															



	place? یہ تربیت آپ نے کب حاصل کی؟	Month(ماہ) / Year(سال)															
ID39	What was the duration of this course (in days, weeks or months)? اس تربیت کا دورانیہ کتنا تھا (دن، ہفتے یا مہینے)؟	_____ Days _____ Weeks _____ Months															
ID40	How effective was the training in developing/improving your skills? آپ کی مہارت کو بہتر کرنے یا بنانے میں یہ تربیت کتنی موثر تھی؟	<table> <tr><td>1</td><td>بہت موثر</td><td>Very effective</td></tr> <tr><td>2</td><td>کچھ موثر</td><td>Somewhat effective</td></tr> <tr><td>3</td><td>بالکل موثر نہیں</td><td>Not effective at all</td></tr> </table>	1	بہت موثر	Very effective	2	کچھ موثر	Somewhat effective	3	بالکل موثر نہیں	Not effective at all						
1	بہت موثر	Very effective															
2	کچھ موثر	Somewhat effective															
3	بالکل موثر نہیں	Not effective at all															
ID41	How relevant was this training to your current job? یہ تربیت موجودہ نوکری سے کتنی مناسبت رکھتی ہے؟	<table> <tr><td>1</td><td>بہت مناسبت</td><td>Highly relevant</td></tr> <tr><td>2</td><td>کچھ حد تک مناسبت</td><td>Somewhat relevant</td></tr> <tr><td>3</td><td>کسی بھی حد تک مناسبت نہیں</td><td>Not relevant at all</td></tr> </table>	1	بہت مناسبت	Highly relevant	2	کچھ حد تک مناسبت	Somewhat relevant	3	کسی بھی حد تک مناسبت نہیں	Not relevant at all						
1	بہت مناسبت	Highly relevant															
2	کچھ حد تک مناسبت	Somewhat relevant															
3	کسی بھی حد تک مناسبت نہیں	Not relevant at all															
ID42	If you did not have a job during this training, how long did it take for you to find employment? اگر تربیت کے وقت آپ کے پاس نوکری نہیں تھی تو آپ کو نوکری ڈھونڈنے میں کتنا وقت لگا؟	<table> <tr><td>1</td><td>ایک ماہ کے اندر اندر</td><td>Within 1 month</td></tr> <tr><td>2</td><td>ایک سے تین مہینے</td><td>Between 1-3 months</td></tr> <tr><td>3</td><td>چار سے چھ مہینے</td><td>Between 4-6 months</td></tr> <tr><td>4</td><td>چھ مہینے سے زیادہ</td><td>More than 6 months</td></tr> <tr><td>5</td><td>اطلاق نہیں ہوتا، پہلے سے نوکری تھی</td><td>Not applicable; already had a job</td></tr> </table>	1	ایک ماہ کے اندر اندر	Within 1 month	2	ایک سے تین مہینے	Between 1-3 months	3	چار سے چھ مہینے	Between 4-6 months	4	چھ مہینے سے زیادہ	More than 6 months	5	اطلاق نہیں ہوتا، پہلے سے نوکری تھی	Not applicable; already had a job
1	ایک ماہ کے اندر اندر	Within 1 month															
2	ایک سے تین مہینے	Between 1-3 months															
3	چار سے چھ مہینے	Between 4-6 months															
4	چھ مہینے سے زیادہ	More than 6 months															
5	اطلاق نہیں ہوتا، پہلے سے نوکری تھی	Not applicable; already had a job															

ID43	Is any training provided at your current job? If yes, what is it focused on? (circle all that apply) کیا آپ کو موجودہ نوکری کے دوران کوئی تربیت دی گئی؟ اگر ہاں، تو تربیت کس پر دی گئی؟ (ایک سے زیادہ جواب دے سکتے ہیں)	<table> <tr><td>1</td><td>ٹیکنیکل مہارت کام سے متعلق (وضاحت کریں)</td><td>Technical skills specific to trade (specify)</td></tr> <tr><td>2</td><td>مینیجمنٹ/نگرانی کی مہارت</td><td>Management / supervisory skills</td></tr> <tr><td>3</td><td>اکاؤنٹنگ کی مہارت</td><td>Accounting skills</td></tr> <tr><td>4</td><td>انتظامی مہارت</td><td>Administrative skills</td></tr> <tr><td>5</td><td>دیگر مہارت (تفصیل بتائیں)</td><td>Other skills (specify)</td></tr> <tr><td>6</td><td>کچھ بھی نہیں (ID 48 پر جائیں)</td><td>None (skip to ID 48)</td></tr> </table>	1	ٹیکنیکل مہارت کام سے متعلق (وضاحت کریں)	Technical skills specific to trade (specify)	2	مینیجمنٹ/نگرانی کی مہارت	Management / supervisory skills	3	اکاؤنٹنگ کی مہارت	Accounting skills	4	انتظامی مہارت	Administrative skills	5	دیگر مہارت (تفصیل بتائیں)	Other skills (specify)	6	کچھ بھی نہیں (ID 48 پر جائیں)	None (skip to ID 48)
1	ٹیکنیکل مہارت کام سے متعلق (وضاحت کریں)	Technical skills specific to trade (specify)																		
2	مینیجمنٹ/نگرانی کی مہارت	Management / supervisory skills																		
3	اکاؤنٹنگ کی مہارت	Accounting skills																		
4	انتظامی مہارت	Administrative skills																		
5	دیگر مہارت (تفصیل بتائیں)	Other skills (specify)																		
6	کچھ بھی نہیں (ID 48 پر جائیں)	None (skip to ID 48)																		
ID44	How is training provided? (circle all that apply) اگر کوئی تربیت دی گئی ہے تو کیسے دی گئی؟ (ایک سے زیادہ جواب دے سکتے ہیں)	<table> <tr><td>1</td><td>کام کے دوران / ٹرینر یا مینیجر کے مشاہدہ کرنا اور سیکھنا</td><td>Working alongside/observing manager or employer</td></tr> <tr><td>2</td><td>کام کے دوران دوسرے ملازمین کا مشاہدہ کرنا اور سیکھنا</td><td>Working alongside/observing other employees</td></tr> <tr><td>3</td><td>خود کام کرنا</td><td>Independent work</td></tr> <tr><td>5</td><td>جماعت کی بنیاد پر تربیت دیگر ادارے دکھانا</td><td>Classroom-based training / demonstration</td></tr> <tr><td>6</td><td>دیگر (تفصیل بتائیں)</td><td>Other (specify)</td></tr> </table>	1	کام کے دوران / ٹرینر یا مینیجر کے مشاہدہ کرنا اور سیکھنا	Working alongside/observing manager or employer	2	کام کے دوران دوسرے ملازمین کا مشاہدہ کرنا اور سیکھنا	Working alongside/observing other employees	3	خود کام کرنا	Independent work	5	جماعت کی بنیاد پر تربیت دیگر ادارے دکھانا	Classroom-based training / demonstration	6	دیگر (تفصیل بتائیں)	Other (specify)			
1	کام کے دوران / ٹرینر یا مینیجر کے مشاہدہ کرنا اور سیکھنا	Working alongside/observing manager or employer																		
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3	خود کام کرنا	Independent work																		
5	جماعت کی بنیاد پر تربیت دیگر ادارے دکھانا	Classroom-based training / demonstration																		
6	دیگر (تفصیل بتائیں)	Other (specify)																		
ID45	In your opinion, what has been the most useful method of training for you? (circle 1 only) آپ کے خیال میں تربیت دینے کا کون سا طریقہ سب سے زیادہ موثر ہے؟ (صرف ایک جواب دیں)	<table> <tr><td>1</td><td>کام کے دوران / ٹرینر یا مینیجر کے مشاہدہ کرنا اور سیکھنا</td><td>Working alongside/observing manager or employer</td></tr> <tr><td>2</td><td>کام کے دوران دوسرے ملازمین کا مشاہدہ کرنا اور سیکھنا</td><td>Working alongside/observing other employees</td></tr> <tr><td>3</td><td>خود کام کرنا</td><td>Independent work</td></tr> <tr><td>5</td><td>جماعت کی بنیاد پر تربیت دیگر ادارے دکھانا</td><td>Classroom-based training / demonstration</td></tr> <tr><td>6</td><td>دیگر (تفصیل بتائیں)</td><td>Other (specify)</td></tr> </table>	1	کام کے دوران / ٹرینر یا مینیجر کے مشاہدہ کرنا اور سیکھنا	Working alongside/observing manager or employer	2	کام کے دوران دوسرے ملازمین کا مشاہدہ کرنا اور سیکھنا	Working alongside/observing other employees	3	خود کام کرنا	Independent work	5	جماعت کی بنیاد پر تربیت دیگر ادارے دکھانا	Classroom-based training / demonstration	6	دیگر (تفصیل بتائیں)	Other (specify)			
1	کام کے دوران / ٹرینر یا مینیجر کے مشاہدہ کرنا اور سیکھنا	Working alongside/observing manager or employer																		
2	کام کے دوران دوسرے ملازمین کا مشاہدہ کرنا اور سیکھنا	Working alongside/observing other employees																		
3	خود کام کرنا	Independent work																		
5	جماعت کی بنیاد پر تربیت دیگر ادارے دکھانا	Classroom-based training / demonstration																		
6	دیگر (تفصیل بتائیں)	Other (specify)																		
ID46	Are external trainers called in for training purposes? کیا تربیت دینے کے لئے باہر سے کسی فرد کو بلایا جاتا ہے؟	<table> <tr><td>1</td><td>جی ہاں، زیادہ تر</td><td>Yes - often</td></tr> <tr><td>2</td><td>جی ہاں، کبھی کبھار</td><td>Yes - sometimes</td></tr> <tr><td>3</td><td>نہیں</td><td>No</td></tr> </table>	1	جی ہاں، زیادہ تر	Yes - often	2	جی ہاں، کبھی کبھار	Yes - sometimes	3	نہیں	No									
1	جی ہاں، زیادہ تر	Yes - often																		
2	جی ہاں، کبھی کبھار	Yes - sometimes																		
3	نہیں	No																		
ID47	How effective is the existing method of training in developing your skills? تربیت کا موجودہ طریقہ آپ کی مہارت کو بڑھانے کے لئے کتنا موثر ہے؟	<table> <tr><td>1</td><td>بہت موثر</td><td>Very effective</td></tr> <tr><td>2</td><td>کچھ حد تک موثر</td><td>Somewhat effective</td></tr> <tr><td>3</td><td>بالکل موثر نہیں</td><td>Not effective</td></tr> </table>	1	بہت موثر	Very effective	2	کچھ حد تک موثر	Somewhat effective	3	بالکل موثر نہیں	Not effective									
1	بہت موثر	Very effective																		
2	کچھ حد تک موثر	Somewhat effective																		
3	بالکل موثر نہیں	Not effective																		
ID48	Do you feel you require further training	<table> <tr><td>1</td><td>ہاں</td><td>Yes</td></tr> </table>	1	ہاں	Yes															
1	ہاں	Yes																		

	for improved performance? آپ کو لگتا ہے کہ آپ کو اپنی کارکردگی بڑھانے کے لئے مزید تربیت کی ضرورت ہے؟	<table> <tr><td>3</td><td>نہیں</td><td>No</td></tr> </table>	3	نہیں	No						
3	نہیں	No									
ID49	To what extent do you think this job is helping you gain new skills? کیا آپ کے خیال میں آپ کی یہ نوکری آپ کی مہارت کو بڑھانے میں کس حد تک مدد کرتی ہے؟	<table> <tr><td>1</td><td>بہت حد تک</td><td>To a large extent</td></tr> <tr><td>2</td><td>کسی حد تک</td><td>To some extent</td></tr> <tr><td>3</td><td>بالکل نہیں</td><td>Not at all</td></tr> </table>	1	بہت حد تک	To a large extent	2	کسی حد تک	To some extent	3	بالکل نہیں	Not at all
1	بہت حد تک	To a large extent									
2	کسی حد تک	To some extent									
3	بالکل نہیں	Not at all									
ID50	How supportive is your manager / employer in regard to helping you gain new skills? کیا آپ کا مالک / مینیجر آپ کو نئی مہارت سیکھنے کی حمایت/مدد کرتا ہے؟	<table> <tr><td>1</td><td>بہت مددگار / حمایت</td><td>Very supportive</td></tr> <tr><td>2</td><td>کسی حد تک مددگار / حمایت</td><td>Somewhat supportive</td></tr> <tr><td>3</td><td>بالکل مدد/حمایت نہیں</td><td>Not supportive at all</td></tr> </table>	1	بہت مددگار / حمایت	Very supportive	2	کسی حد تک مددگار / حمایت	Somewhat supportive	3	بالکل مدد/حمایت نہیں	Not supportive at all
1	بہت مددگار / حمایت	Very supportive									
2	کسی حد تک مددگار / حمایت	Somewhat supportive									
3	بالکل مدد/حمایت نہیں	Not supportive at all									
ID51	What can be done to further improve your skills? آپ کی ہنر / مہارت کو مزید بہتر کرنے کے لئے کیا کیا جا سکتا ہے؟										

## Section E: Awareness about PSDF

ID	Question	Response						
ID52	Are you aware of the PSDF Programme? کیا آپ کو PSDF کے پروگرام کے متعلق معلوم ہے؟	<table> <tr><td>1</td><td>ہاں</td><td>Yes</td></tr> <tr><td>2</td><td>نہیں (ID 55 پر جائیں)</td><td>No (skip to ID 55)</td></tr> </table>	1	ہاں	Yes	2	نہیں (ID 55 پر جائیں)	No (skip to ID 55)
1	ہاں	Yes						
2	نہیں (ID 55 پر جائیں)	No (skip to ID 55)						
ID53	Are you aware of the role of PSDF in trainings? کیا آپ کو تربیت کے حوالے سے PSDF کے کردار کے متعلق معلوم ہے؟	<table> <tr><td>1</td><td>ہاں</td><td>Yes</td></tr> <tr><td>2</td><td>نہیں</td><td>No</td></tr> </table>	1	ہاں	Yes	2	نہیں	No
1	ہاں	Yes						
2	نہیں	No						
ID54	Do you have any previous experience working with PSDF? کیا آپ کا PSDF کے ساتھ کام کرنے کا تجربہ ہے؟	<table> <tr><td>1</td><td>ہاں</td><td>Yes</td></tr> <tr><td>2</td><td>نہیں</td><td>No</td></tr> </table>	1	ہاں	Yes	2	نہیں	No
1	ہاں	Yes						
2	نہیں	No						

ID55	What areas should be focused upon to strengthen the quality/effectiveness of training provided by Training Service Providers? آپ کے خیال میں تربیت کے کون سے عنصر پر زیادہ توجہ دینا چاہیے تاکہ تربیتی اداروں کے تربیتی معیار/افادیت کو بہتر بنایا جا سکے؟	<table> <tr><td>1</td><td>ٹیکنیکل تربیت جو کہ تربیتی ادارہ دے</td><td>Technical training provided by TSP</td></tr> <tr><td>2</td><td>نوران نوکری تربیت</td><td>On Job training</td></tr> <tr><td>3</td><td>نصاب میں تبدیلی</td><td>Revision of curriculum</td></tr> <tr><td>4</td><td>دیگر (تفصیل بتائیں)</td><td>Other (specify)</td></tr> </table>	1	ٹیکنیکل تربیت جو کہ تربیتی ادارہ دے	Technical training provided by TSP	2	نوران نوکری تربیت	On Job training	3	نصاب میں تبدیلی	Revision of curriculum	4	دیگر (تفصیل بتائیں)	Other (specify)
1	ٹیکنیکل تربیت جو کہ تربیتی ادارہ دے	Technical training provided by TSP												
2	نوران نوکری تربیت	On Job training												
3	نصاب میں تبدیلی	Revision of curriculum												
4	دیگر (تفصیل بتائیں)	Other (specify)												



<b>Interview Guide</b>	<b>Sector Expert</b>
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Respondent Profile		
<b>ID1</b>	Full Name	
<b>ID2</b>	Occupation	
<b>ID3</b>	Name of Organization (if applicable)	
<b>ID4</b>	Designation (if applicable)	
<b>ID5</b>	Address / Location	
<b>ID6</b>	Mobile Number	
<b>ID7</b>	Gender:	Male ..... 1 Female ..... 2
<b>ID8</b>	Highest Education Level Completed	Primary ..... 1 Middle ..... 2 High ..... 3 Bachelors ..... 4 Masters ..... 5 M.Phil. .... 6 PhD ..... 7
<b>ID9</b>	Total years of professional experience (overall)?	_____ years
<b>ID10</b>	Have you ever been involved in the development of curricula for any training institute for Cutlery, utensils, hunting equipment manufacturing sector? If yes, please specify.	

## Industry Snapshot

1. Can you please provide an overview of the global cutlery, utensils, hunting equipment manufacturing sector from your perspective
  - a) What are the strengths and challenges in terms of human resource requirement/ employment potential, availability of skills, growth trends
2. Can you also provide an overview of cutlery, utensils, hunting equipment manufacturing sector of Pakistan?
  - a) Contribution to economy, employment potential, modern and conventional stakeholders; regulatory authorities; strengths and challenges in technology, HR requirement, export, demand etc.
  - b) Are these appropriate sectors for PSDF to focus upon in the immediate future?
  - c) Where are the major clusters located across Punjab? Is Gujranwala the only hub across the supply chain?
  - d) What is the export / import scenario (in terms of demand and supply)? Discuss product types, major players, markets, countries etc.
3. How has advancement in technology affected the cutlery, utensils, hunting equipment manufacturing sector?
  - a) What is currently taking place in other parts of the world; what is the technological status in Pakistan (**especially with regards to whether local workforce is trained to work new/state of the art machinery**); which technology can easily be imported for improved performance

### Workforce Characteristics

4. What type of workforce is employed in this sector?
  - a) Skilled; unskilled; qualifications; informal and formal sector differences; gender
  - b) Where do most of the workers originate from (Local; key districts; provincially)
5. Does this sector exhibit potential to employ/absorb additional workers? In which



- e) What are some of the benchmark TSPs/institutes offering relevant and quality training)?
- f) Does the industry engage with TSPs? How often and for what purpose?
- g) Is training conducted according to international standards? How is it monitored?

9. What do you think of current TVET institutes?

- a) Discuss the quality of training provided and curricula used? (compare public and private)
- b) Which courses are they offering in regard to/focusing on Cutlery, utensils, hunting equipment manufacturing sector?
- c) What role are TVET institutions playing in developing/facilitating this sector?
- d) What are some of the key areas of improvement?

10. What role can on-the-job training play in skill development?

- a) Are you satisfied with existing on-the-job training service providers?
- b) Do you think our industry has the capacity to offer on job training?
- c) Do you feel that the industry would be willing to act/serve as OJT providers? Which ones?

11. Do you think international skills/training experts are needed to build capacities of key stakeholders such as, TSPs, associations etc.?

12. Briefly describe/discuss the existing certification bodies in Pakistan?

- a) How are these valued by the industry?
- b) Do you think there is a need of foreign certification for enhanced credibility and performance?

13. Briefly describe/discuss the existing regulatory authorities in Pakistan for this sector.

- a) How can the role of these authorities be improved/made more effective?

14. Do you know about the PSDF?

- a) Are you aware of its role in trainings?
- b) How can PSDF facilitate / support the development of Cutlery, utensils, hunting equipment manufacturing sector?
- c) What are the key areas in terms of training where PSDF should focus upon?

15. Any other comments or suggestion?

## PSDF Sector Skills Study – Surgical Instruments Manufacturing

### Interview Guide

### Sector Expert

Respondent Profile		
ID1	Full Name	
ID2	Occupation	
ID3	Name of Organization (if applicable)	
ID4	Designation (if applicable)	
ID5	Address / Location	
ID6	Mobile Number	
ID7	Gender:	Male ..... 1 Female ..... 2
ID8	Highest Education Level Completed	Primary ..... 1 Middle ..... 2 High ..... 3 Bachelors ..... 4 Masters ..... 5 M.Phil. .... 6 PhD ..... 7
ID9	Total years of professional experience (overall)?	_____ years
ID10	Have you ever been involved in the development of curricula for any training institute for surgical instruments manufacturing sector? If yes, please specify.	



## Industry Snapshot

1. Can you please provide an overview of the global surgical instruments manufacturing sector from your perspective
  - a) What are the strengths and challenges in terms of human resource requirement/employment potential, availability of skills, growth trends
2. More specifically, can you provide an overview of the surgical instruments manufacturing sector of Pakistan?
  - a) Contribution to economy, employment potential, modern and conventional stakeholders; regulatory authorities; strengths and challenges in technology, HR requirement, export, demand etc.
  - b) Are these appropriate sectors for PSDF to focus upon in the immediate future?
  - c) Where are the major clusters located across Punjab? Is Sialkot the only hub across the supply chain?
  - d) What is the export / import scenario (in terms of demand and supply)? Discuss product types, major players, markets, countries etc.
3. How has advancement in technology affected the surgical instruments manufacturing sector?
  - a) What is currently taking place in other parts of the world; what is the technological status in Pakistan; **(especially with regards to whether local workforce is trained to work new/state of the art machinery)**; which technology can easily be imported for improved performance
  - b) Where are we placed relative to other surgical instruments manufacturing countries?

## Workforce Characteristics

4. What type of workforce is employed in this sector?
  - a) Skilled; unskilled; qualifications; informal and formal sector differences; gender
  - b) Where do most of the workers originate from (Local; key districts; provincially)
5. **Does this sector exhibit potential to employ/absorb additional workers? In which areas/processes/subsectors?**

## Skills analysis

6. What are the skill gaps in surgical instruments manufacturing and value addition?
  - a) In which key areas are interventions needed for improvement?
  - b) **Which skill areas/job titles are likely to be in demand in future?**
7. How do employers develop skills of their employees?
  - a) Discuss use of TSPs; on-the-job training; type of training conducted
  - b) Focus of trainings? (discuss content)
8. Who are the key training service providers in this sector? (Specify)
  - a) What type of curriculum are they offering?
  - b) What type of technology is being used for training purposes? Is this up-to-date?
  - c) How relevant is the existing curricula and technology to existing practice/ needs of the industry?

- d) Do TSPs exhibit capacity to fulfill the needs of this sector?
  - e) What are some of the benchmark TSPs/institutes offering relevant and quality training)?
  - f) Does the industry engage with TSPs? How often and for what purpose?
  - g) Is training conducted according to international standards? How is it monitored?
9. What do you think of current TVET institutes?
  - a) Discuss the quality of training provided and curricula used? (compare public and private)
  - b) Which courses are they offering in regard to/focusing on Surgical Instruments Manufacturing?
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  - a) How are these valued by the industry?
  - b) Do you think there is a need of foreign certification for enhanced credibility and performance?
13. Briefly describe/discuss the existing regulatory authorities in Pakistan for this sector.
  - a) How can the role of these authorities be improved/made more effective?
14. Do you know about the PSDF?
  - a) Are you aware of its role in trainings?
  - b) How can PSDF facilitate / support the development of Surgical Instruments Manufacturing?
  - c) What are the key areas in terms of training where PSDF should focus upon?
15. Any other comments or suggestion?



**PSDF Sector Skills Study – Cutlery, Utensils and Hunting Equipment and Surgical Instruments Manufacturing**

**Interview Guide    Training Service Provider**

Respondent Profile		
<b>ID1</b>	Full Name of respondent	
<b>ID2</b>	Name of Training Service Provider (TSP)	
<b>ID3</b>	Designation of respondent (if applicable)	
<b>ID4</b>	Address / Location	
<b>ID5</b>	Mobile Number	
<b>ID6</b>	Gender:	Male ..... Female .....
<b>ID7</b>	Highest Education Level Completed	Primary ..... Middle..... High..... Bachelors..... Masters..... M.Phil. .... PhD.....
<b>ID8</b>	Total years of professional experience (overall)?	

**Training Service Provider Profile**

Sr. No	Course Name	Enrolment		Total Applications Received	Eligibility Entrance Criteria	Number of Trainers / teachers for course	Fees (for entire course) <i>Indicate subsidized / donor funded / waivers</i>	Duration (in months)	Main trades/ skills focused upon	Average time takes to acquire job after course completion (in months)	Average Post-training initial salary? (per month)	Capacity / No. of Seats
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
<i>Please list any planned / forthcoming courses below</i>												
A												
B												
C												



Training Service Provider Profile		
ID9	Does your training institute have additional branches? If yes, where are they located?	
ID10	Do you plan to expand elsewhere (in terms of location?)	
ID11	Do you belong to any industry association or local group?	
ID12	Is this a registered training institute? If yes, with which examining / certification authority?	
ID13	Which financial audit compliances are being followed? What is its legal status? Does the institute have an NTN? Did it file its tax return last year?	
ID14	Is this training institute affiliated with any university/other institute? If yes, which one?	
ID15	What are your plans for expansion in terms of 1) infrastructure / capacity, 2) new courses/technologies and 3) trainees? Where will the investment for this come from / how will you fund this?	

### Training Modules, Curricula and Teaching Methods

- What influences you to include certain trades in your list of courses?
  - Identify the “most popular” (high in demand) courses which you are offering?
- What training methods are used to train individuals? (Class lectures as well as hands On Trainings and demonstrations?)
  - What type of training provision takes place at your location? (Lectures, Labs, field visits etc.)
  - Does your organization have on the job training facility?
- Are you providing any internship, apprenticeship or employment facilitation to your students?
  - Does the TSP offer any post-training facility to trainees: CV building, placement centers, referrals to industry/intermediaries? How does this take place? How effective has this been?
  - For which trades are these internships/apprenticeships offered?
- Can you please provide a background of your training staff?
  - Where do you mostly recruit your trainers from? What is the criteria? (Qualification, experience, knowledge, skills; affiliation with industry)
  - Do you offer any pre-service training to the trainers? How does this take place?
  - What are their pay scales? Opportunities for career progression?
  - Does your organization hire services of external experts? Where do these individuals mainly come from (academia, business etc.)? For which courses? Do they provide training to your existing trainers as well?
- How are training modules / topics selected?
  - Which curricula is followed? (institution's own; government; international)
  - Does any international benchmarking during development of course material/ content take place? How are international developments monitored (if at all)?
  - How relevant is it to the needs of the industry?
  - How is industry demand/need assessed? How are new courses planned/determined?
  - What type of technology is used for training purpose? How up-to-date / relevant is this to industry practice?

- Are you using machinery and equipment for training purposes? What type of equipment do you use?
  - Assess condition of available equipment (if possible)
  - Is this sufficient (in numbers) for all trainees?
  - Is it in accordance to industry need (relevant and up-to-date)?
- How do you monitor and evaluate your own training courses?
  - Do the TSPs have a mechanism to track graduates' employment status and other details?
  - Which course have you observed to have the most favourable results in terms of increasing your trainees' employability?
- Do you have any linkages with the cutlery, utensils and hunting equipment and surgical instruments manufacturing industry?
  - Which ones? What takes place?
  - Are your graduates hired by these firms? What proportion?
  - Do you obtain feedback / input from industry in regard to training course / material?

### Skills analysis

- What bottlenecks do you face in training cutlery, utensils and hunting equipment and surgical instruments manufacturing workers?
  - Related to curriculum/equipment/infrastructure?
  - Related to trainees? (Insufficient pre-requisite knowledge?)
- What are the skill gaps in cutlery, utensils and hunting equipment and surgical instruments manufacturing Sector?
  - Where does the industry require more trained workers?
- Are you satisfied with the role of training providers and on-the-job training service providers in Punjab?
  - What are their strengths?
  - What are their weaknesses?
- What type of assistance do you require to improve access to training and/or quality of services provided?
- Are you aware of the role of PSDF in trainings?
  - Do you know about the overall program of PSDF? Explain.
  - Do you have any previous experience working with PSDF?
  - How can PSDF help Training Service Providers to further improve quality of trainings?
  - Any new/upcoming training course that you would suggest for the Cutlery, utensils and hunting equipment and surgical instruments manufacturing Sector?
- Any comments or suggestion?



### Annexure 3: List of Industry Units Surveyed

#### Cutlery Units

SR. NO	UNIT NAME	ADDRESS
<b>FORMAL</b>		
1	ABDUL HAFEZ & SONS	CHEEMA COLONY, SIALKOT ROAD.
2	AHMAD CUTLERY	COLLEGE ROAD, WAZIR ABAD
3	A-ONE CUTLERY	CHEEMA COLONY, SIALKOT ROAD, WAZIR ABAD
4	AR-REHAN STEEL	NOWSHERA ROAD, AWAN CHOWK, GUJRANWALA
5	ARSHAD STAINLESS STEEL	AWAN CHOWK, NOSHERA ROAD
6	ATIQUUR REHMAN CUTLERY WORKS	ALLAH ABAD, GUJRANWALA
7	BECOM INDUSTRY	NEAR DARSON BUBBER FACTORY, WAZIR ABAD, GUJRANWALA
8	DOLPHIN INDUSTRY	CHEEMA COLONY, NEAR LAKHNAO MARRIAGE HALL, SIALKOT ROAD.
9	EDGE MAKER INDUSTRIES	DHONIKAL ROAD, NIZAM PUR
10	EDGE MASTER INTERNATIONAL	SHEHZAD STREET G.T.ROAD, WAZIRABAD.
11	GOGI STAINLESS TRADERS	NOWSHERA ROAD, AWAN CHOWK, GUJRANWALA
12	GOHAR CUTLERY	GALA KOHU WALA, NOSHERA ROAD
13	GOOD LUCK CUTLERY/YOUNAS ZAM ZAM	COLLEGE ROAD, MODEL COLONY, WAZIR ABAD
14	HAQ BAHOO STAINLESS STEEL	NOWSHERA ROAD, AWAN CHOWK, GUJRANWALA
15	INAM STAINLESS STEEL	STREET # 4, GULBERG COLONY, NOWSHERA ROAD, GUJRANWALA
16	INAYATULLAH & SONS	NEAR FAISAL MASJID, ALLAH ABAD, WAZIR ABAD
17	IQRA ENTERPRISES	NEAR GRID STATION, WAZIR ABAD
18	ITTEFAQ STAINLESS STEEL	AWAN CHOWK, NOSHERA ROAD
19	KAAM SUPREME INDUSTRY	AWAN CHOWK, NOSHERA ROAD
20	KITCHEN CRAFT CUTLERY	NEAR HIGH CASS BAKERY, PAK TOWN, ALLAH ABAD
21	KNIFE TECH	NEAR RAILWAY TOWER, NIZAMABAD, WAZIRABAD.
22	LIAQAT STAINLESS STEEL	NOOR MARRIAGE HALL, NOWSHERA ROAD, GUJRANWALA
23	MALIK STAINLESS STEEL	NOWSHERA ROAD, AWAN CHOWK, GUJRANWALA
24	MARHABA STAINLESS STEEL	MOMIN ABAD-B, STREET # 8, NOWSHERA RAD, GUJRANWALA
25	MARRY INDUSTRY	ILLAHBAD
26	MUNEEB CRAFT	MIAN BAZAR, NIZAM ABAD
27	NAFEES KITCHEN COLLECTION	CHEEMA COLONY ,NEAR LAKHNAO MARRIAGE HALL
28	NEW LIGHT STAINLESS STEEL INDUSTRY	ALLAH ABAD, NEAR MCB, GUJRANWALA
29	O. KAY STEEL	ALLAH ABAD, GUJRANWALA
30	PAK CUTLERY	BAROKI ROAD,NEAR BYPASS ROAD, WAZIR ABAD
31	PRIME STAINLESS STEEL CUTLERY WORKS	CHEEMA COLONY, SIALKOT ROAD, WAZIR ABAD
32	RAHAT STAINLESS STEEL	ARIF SHAHEED ROAD, WAZIR ABAD, GUJRANWALA
33	RIAZ CUTLERY	RAHIM PURA, ALLAH ABAD
34	RIAZ STAINLESS STEEL	NOWSHERA ROAD NEAR EMAAN FLOOR MILL
35	SAALMAN STAINLESS STEEL	STREET # 12, CHIRAG GHAR, NOWSHERA ROAD, GUJRANWALA
36	SAIM STAINLESS STEEL	MODEL HIGH SCHOOL, HAFIZ ABAD ROAD
37	SHAFIQ CUTLERY	ILLAHBAD ,WAZIRABAD
38	SHERAZ STAINLESS STEEL	AWAN CHOWK, NOSHERA ROAD
39	SHUJA/ADIL STAINLESS STEEL	GALA GOGA PEHALWAN, NOSHERA ROAD
40	SKY IMPEX CUTLERY	ARIF SHAHEED ROAD, NIZAM ABAD

41	SUPER I WAY KITCHEN CUTLERY	DHAR NIKAL ROAD, NIZAM PUR
42	SWORD MASTER ENTERPRISES	DHONIKAL ROAD, WAZIR ABAD
43	TOOR ENTERPRISES	NEAR UTILITY STORE, ALLAH ABAD
44	TOP BLADES INTERNATIONAL	SHEHZAD STREET G.T.ROAD ,ILLAHBAD
45	UMAR BUTT STAINLESS STEEL	GALA GOGA PEHALWAN, NOSHERA ROAD
46	UMAR FAROOQ CUTLERY & KITCHEN COLLECTION	SHEHZAD STREET G.T.ROAD ,WAZIRABAD
47	UNION STAINLESS STEEL	PAK TOWN
48	USMAN STAINLESS STEEL	GALA DARBAR QADRIYA, HAFIZ ABAD ROAD, GUJRANWALA
49	WEL COME INDUSTRY	CHEEMA COLONY, SIALKOT ROAD, WAZIR ABAD
50	ZUBAIR CUTLERY	SHAHZAD STREET ILLAHBAD
<b>INFORMAL</b>		
1	ABDUL RAZZAQ KNIFE MAKER	MUHALLA JALAL PURA, DHONIKAL ROAD
2	ABID & BROTHERS	NIZAM ABAD
3	ABU BAKAR HANDLE MAKER	HAFIZ ABAD ROAD, GUJRANWALA
4	AHMAD INDUSTRY	GUJRANWALA
5	AKHTAR CUTLERY WORKS	PAK TOWN, ALLAH ABAD
6	AL-AZIZ STEEL	MUHALLA CHAH CHOCHAN, JINNAH ROAD, NEAR BILAL MASJID, GUJRANWALA
7	ALI BUTT STAINLESS STEEL	MUHALLA MOMIN ABAD, STREET # 8, NEAR CHARA MANDI, GUJRANWALA
8	ALI CUTLARY	RAHIM PURA, ALLAH ABAD, WAZIR ABAD
9	ALLAH DITTA WORKS	DHAR NIKAL ROAD, NIZAM PUR
10	ALMAS KITCHEN COLLECTION	DOUBLE PHATAK, ARIF SHAHEED ROAD, WAZIR ABAD
11	AL-SAIF CUTLERY	RAHIM PURA, ALLAH ABAD
12	AMIR NASEEM INDUSTRY	PAK TOWN, ALLAH ABAD
13	AMTIAZ CUTLERY	CHEEMA COLONY, SIALKOT ROAD.
14	ARIF USMAN INDUSTRIES	CHEEMA COLONY, SIALKOT ROAD.
15	ARSHAD CUTLERY	THATHI ARAIN OPP. GOVT. INSTITUTE
16	ARSHAD STAINLESS STEEL	ALLAH ABAD
17	BABA CUTLERY	ALLAH ABAD
18	BHATTI BROTHERS	RAHIM PURA
19	BOOTA CUTLERY	RAHIM PURA, ALLAH ABAD, WAZIR ABAD
20	BUTT DIE MAKER	ARIF SHAHEED ROAD, NIZAM ABAD, WAZIR ABAD
21	DANISH STEEL INDUSTRY	ILLAHBAD, WAZIRABAD.
22	EJAZ STAND WORKS	JINNAH COLONY, WAZIR ABAD
23	FIAZULLAH STAINLESS STEEL	AWAN CHOWK, NOSHERA ROAD
24	GHAZI GOHAR STAINLESS STEEL	GUJRANWALA
25	GHULAM HAIDER & BROTHERS	DHONIKAL ROAD, WAZIR ABAD, GUJRANWALA
26	GRACE CUTLERY/MAQSOOD CUTLERY	NEAR GRID STATION, WAZIR ABAD
27	GREEN MARK CUTLERY	CHEEMA COLONY, SIALKOT ROAD.
28	GULF STAINLESS STEEL	AWAN CHOWK, NOWSHERA ROAD
29	HABIB ENGINEERING	GT ROAD NEAR DARSON FACTORY, WAZIR ABAD
30	HAFIZ BASHIR DIE MAKER	RAHIM PURA, ALLAH ABAD
31	HAMZA AZIZ STAINLESS STEEL	STREET # 9, MOMIN ABAD, NOWSHERA ROAD, GUJRANWALA
32	HANAN & CO	RAHIM PURA, ALLAH ABAD, WAZIR ABAD
33	HUMAYUN BROTHERS CUTLERY	ALLAH ABAD, WAZIR ABAD
34	JALAL HASIOM CUTLERY	PAK TOWN, ALLAH ABAD, WAZIR BAAD
35	JONDA INDUSTRIES	ALLAH ABAD, WAZIR BAAD
36	KALEEM ULLAH KNIFE MAKER	DHONIKAL ROAD, NIZAM ABAD
37	KASHMIR STAINLESS STEEL	GALA GOGA PEHALWAN, NOSHERA ROAD
38	KHALID INDUSTRY	NEAR GIRLS COLLEGE, WAZIRABAD.



39	KHALIL CUTLERY & KNIFE MAKER	DHONIKAL ROAD, WAZIR ABAD
40	KHAWARY CUTLERS CORP	BEYOND GIRLS COLLEGE, WAZIR ABAD
41	M.S FAROOQI & SONS	ARIF SHAHEED ROAD ,NIZAMABAD
42	M.S FAROOQI & SONS A	
43	MARHABA DOLPHEN STEEL	GALA GOGA PEHALWAN, NOSHERA ROAD
44	MASHA ALLAH ENGINEERING	BILAL MASJID JINNAH ROAD, GUJRANWALA
45	MEHAR MUNIR CUTLERY WORKS	RAHIM PURA, ALLAH ABAD
46	MODTECH CRAFT	MIAN BAZAR, ALLAH ABAD
47	MRTAL FIELD	NEAR GIRLS MIDDLE SCHOOL, ALLAH ABAD, WAZIR ABAD
48	MUHAMMAD ARSHAD & BROTHERS	ALLAH JAWANIA COLONY, DHONIKAL ROAD, NIZAM ABAD, GUJRANWALA
49	MUHAMMAD ASLAM & SONS/MUHAMMAD SALEEM	MUHALLA NABI BAKSH, NIZAM ABAD
50	MUHAMMAD FAROOQ KNIFE MAKER	MAIN BAZAR, NIZAM ABAD, NEAR GPO
51	MUHAMMAD KNIFE MAKER	
52	MUSTAFA BROTHERS	RAHIM PURA, ALLAH ABAD
53	NADEEM CUTLERY STAND MAKER	PAK TOWN, ALLAH ABAD
54	NOORI TECH CUTLERY	PIR MITHA ROAD, WAZIR ABAD
55	PAK ROYAL INDUSTRY	NIZAM ABAD, WAZIR ABAD
56	PRESTIGE KITCHEN WARE/KOHI NOOR	ALLAH ABAD, WAZIR ABAD
57	RAFIQ CUTLERY	ARIF SHAHEED ROAD, NIZAM ABAD, GUJRANWALA
58	RAFIQ TOOTI MAKER	HAFIZ ABAD ROAD, GUJRANWALA
59	RAMZAN CUTLERY & KNIFE MAKER	DHHONKAL ROAD, WAZIR ABAD
60	RIAZ CUTLERY	CHEEMA COLONY, SIALKOT ROAD, WAZIR ABAD
61	RIZWAN WORKSHOP	NEAR RAILWAY TOWER, NIZAM ABAD, GUJRANWALA
62	ROYAL CUTLERY	NEAR HIGH CLASS BAKERY, PAK TOWN, ALLAH ABAD
63	SAAD ENTERPRISES	GUJRANWALA
64	SAAD STAINLESS STEEL	AWAN CHOWK, NOSHERA ROAD
65	SAAD STAINLESS STEEL	HAFIZ ABAD ROAD, GALI MISTRI SIRAJ DIN, GUJRANWALA
66	SADIQ KNIFE MAKER	MUHALLA SHAITHAAN, NIZAM ABAD, WAZIR ABAD
67	SALEMAN STEEL	GALA GOGA PEHALWAN, NOSHERA ROAD
68	SHAHID & BROTHERS	ALLAH ABAD, WAZIR ABAD
69	SHAHID CUTLERY	THATHI ARAIN, PAK TOWN
70	SHAHZAD CUTLERY	ALLAH ABAD, WAZIR ABAD
71	SHINE STAR INTERNATIONAL SUPPLIER	ALLAH ABAD SIAL COLONY, GUJRANWALA
72	SIDDIQUE MUGHAL CUTLERY	HAFIZ ABAD ROAD, GUJRANWALA
73	SSI INDUSTRIES	HAFIZ ABAD ROAD, GUJRANWALA
74	TAJ INDUSTRY	RAHIM PURA, ALLAH ABAD
75	TARIQ BROTHERS	MUHALLA NABI BAKSH, DHONIKAL ROAD, GUJRANWALA
76	TUFAIL KNIFE MAKER(HAND MAKER)	DHONIKAL ROAD, WAZIR ABAD
77	UNIVERSAL ENTERPRISES	RAHIMPURA ILLAHBAD,PAK TOWN,GUZRANWALA
78	WALEED CUTLERY WORKS	SHEESH MEHAL, WAZIR ABAD
79	WASEEM SARWAR STAINLESS STEEL	NEAR AWAN CHOWK, GUJRANWALA
80	YASIR STAINLESS STEEL	NEAR BILAL MASJID, JINNAH ROAD, QILA DEDAR SINGH, GUJRANWALA

SR. NO	UNIT NAME	ADDRESS
FORMAL		
1	A.M NEW WAYS	JINNAH ISLAMIA COLLEGE ROAD, SIALKOT
2	A.M NILEEM CO PVT LTD	ISLAMIC COLLEGE ROAD, SIALKOT
3	ACCURARY SURGICAL	71-A, SIE, SIALKOT
4	ACYNEB SURGICAL	JINNAH ROAD, SIALKOT
5	AFOOR SURGICAL	FACTORY AREA,SIALKOT
6	AFZAL SURGICAL	GATEH GARH, SIALKOT
7	ALAM & BROTHER	P.O.BOX:432, WAZIRABAD ROAD, SIALKOT.
8	ALLEN SURGICAL	SIE, SIALKOT
9	AMICUS PVT LTD	MUHAMMAD PURA, SIALKOT
10	AMIGO COMMERCIAL WAYS	G.T. ROAD, SIALKOT.
11	ANIBA	MUHAMMAD PURA
12	AROMA SURGICAL CO PVT LTD	SMALL INDUSTRIAL ESTATE, SIALKOT
13	ARSLAN CORPORATION	SHAHAB PURA, SIALKOT
14	ARYAN AND SONS	PACCA GARHA, SAILKOT
15	ASHRAF TRADING PVT LTD	SUBLIME CHOWK, SIALKOT
16	B AND H SURGICAL	BONKON
17	BABA GHULAM & SONS	ADALAT GARHA, SIALKOT
18	BEST BROW INDUSTRIES	SHAHAB PURA, SIALKOT
19	BONE CARE IMPLANT	SHAHAB PURA, SIALKOT
20	BRITTON IMPEX	TALWARA MUGLAH KHAN MAHAL ROAD, SIALKOT
21	BSF	MUHAMMAD PURA, SIALKOT
22	BUTT SURGICAL	FACTORY AREA, SIALKOT
23	CARE AND CURE SURGICAL	SIALKOT
24	CH. M ASIF SURGICAL	KASHMIR ROAD, PACCA GARHA, SIALKOT
25	CHANG JEE MANU CO	SIALKOT
26	CHUGHTAI CORPORATION	LANE1-2, GHAZI PUR ROAD, SIALKOT
27	DAUD JEE MANUFACTURING CO	PARIS ROAD, SYED STREET, SIALKOT
28	DENTAL DEVICES	RORAS ROAD, SIALKOT
29	DENTECH SURGICAL	SHAHAB PURA, SIALKOT
30	DR. FRIGZ INTERNATIONAL PVT LTD	AIR PORT ROAD, GOHAD PUR
31	DURRANI & COMPANY PVT	NOUL CHOWK, WAZIR ABAD ROAD, SIALKOT
32	E.F BRWWER CO	SUBLIME CHOWK, SIALKOT
33	EKAL SURGICAL PVT LTD	MARALA ROAD, PACCA GARHA, SIALKOT
34	ELMED SURGICAL INSTRUMENT	RORAS ROAD, SIALKOT
35	ENA IMPEX	KHAN MAHAL ROAD, TALWARA
36	ENIKA CORPORATION	MUHAMMAD PURA, SIALKOT
37	ENIKA TRADING CO	MUHAMMAD PURA, SIALKOT
38	EUROMEL SURGICAL	PLOT # 56A, SIE, SIALKOT
39	EXLIN	NARIR ROAD, SIALKOT
40	F.A NAJMMY	SHAHAB PURA, SIALKOT
41	FLORENCE TOOLS	MUZAFAR PURA, SIALKOT
42	FORMED SURGICAL INSTRUMENT PVT	KASHMIR ROAD, PACCA GARHA, SIALKOT
43	GET SMART SURGICAL INSTRUMENT	PARIS ROAD, SYED STREET, SIALKOT
44	GLOBAL TECHNIQUES	LANE1-2, GHAZI PUR ROAD, SIALKOT
45	GOOD FELLOW	MARIR ROAD.
46	HAZEL ENTERPRISES PVT LTD	IQBAL TOWN, SIALKOT
47	HICO SURGICAL PVT LTD	WAZIR ABAD ROAD, SIALKOT
48	HI-MED INDUSTRY	RORAS ROAD, SIALKOT
49	IFTIKHAR IND	JINNAH PARK
50	INTERADE INTERNATIONAL	MUHAMMAD PURA, SIALKOT
51	ISMAIL JEE	KHROTA SAIDA, SAILKOT



SR. NO	UNIT NAME	ADDRESS
52	JAVEED SERGIDCAL PVT LTD	KHAN MEHAL, SIALKOT
53	JOLLY AND COMPANY	RORAS ROAD, SIALKOT
54	KAMI INTERNATIONAL PVT LTD	IQBAL TOWN, SIALKOT
55	KAMRAN SURGICAL	FACTORY AREA, SIALKOT
56	KHALID SURGICAL PVT LTD	ISLAMIC COLLEGE ROAD, SIALKOT
57	KLEENEX GROUP	MUHAMMAD PURA, SIALKOT
58	KN SURGICAL	CHANDIM ACT ROAD, SIALKOT
59	LAZER TECHNIQUE	BONKON
60	LEGRO SURGICAL	MUHAMMAD PURA, SIALKOT
61	M.A SOLATCH SURGICAL INSTRUMENT	CHIRTIAN TOWN, SIALKOT
62	M.YOUNIS SURGICAL	NEAR JINNAH ISLAMIA COLLEGE, MUHAMMAD PURA
63	MEDI-TECH INSTRUMENT PVT LTD	ADALAT GARHA, SIALKOT
64	MICRO MECH	MUREED PUR, SIALKOT
65	MINHAJ INTERNATIONAL PVT LTD	COMMISSIONER ROAD, SIALKOT
66	MONZA IMPEX PVT LTD	SHAHAB PURA, SIALKOT
67	MTL INSTRUMENTS PVT LTD	SHAHAB PURA, SIALKOT
68	MULTI ENTERPRISES	RORAS ROAD, SIALKOT
69	NADEEM SURGICAL CORPORATION	P.O.BOX:115, S.I.E, SIALKOT.
70	NAQEEB ENTERPRISES PVT LTD	MEHAR TOWN, AMIN ABAD ROAD, SIALKOT
71	NAUSHAHI SERGICO	SHAHAB PURA, SIALKOT
72	NEW MARK INDUSTRIES	BONKON
73	OPENA INDUSTRIES	RORAS ROAD, SIALKOT
74	P.H INDUSTRY	SHAHAB PURA, SIALKOT
75	PAB BEAUTY	MUHAMMAD PURA
76	PAKISTAN SURGICAL	MUHAMMAD PURA, SIALKOT
77	PARADISE SURGICAL PVT LTD	ABBOTT ROAD, SIALKOT
78	PATWAL SURGICAL	RORAS ROAD, SIALKOT
79	PLEASANT SURGICAL	NEW ABADI, MURAD PU, SIALKOT
80	POLIVITTE INT	RORAS ROAD, SIALKOT
81	PRESTIGE SURGICAL INDUSTRY	NEAR NAVEL MORH, RORAS ROAD, SIALKOT.
82	PRIMESTAR INSTRUMENT	SIE, SIALKOT
83	PROFESSIONAL HOSPITAL FURNISHES	SHAHAB PURA, SIALKOT
84	QUENCH AGE	JINNAH PARK
85	RAMSON SURGICAL	MUHAMMAD PURA, SIALKOT
86	RAZ ENTERPRISES PVT LTD	MUBARAK PURA, MUGHAL STREET, SIALKOT
87	REGAL MEDICAL	BONKON
88	S.G.S EXPORTS MFG	RORAS ROAD, SIALKOT
89	S.S MEDIDENT	RORAS ROAD, SIALKOT
90	SAR SONS	MUREED PUR, SIALKOT
91	SARBO INTERNATIONAL	NEAR CHAMBER, SIALKOT
92	SCHWABINH INDUSTRIES	MUREED PUR, SIALKOT
93	SEASON SURGICAL	SIALKOT
94	SEMZA TRADER	SHAHAB PURA, SIALKOT
95	SURGICAL INSTRUMENT PVT LTD	SIALKOT
96	SERGICON INTERNATIONAL	IQBAL TOWN, SIALKOT
97	SERJEX PVT LTD	KHADIM ALI ROAD, SIALKOT
98	SHAHZAD SURGICAL	SIALKOT
99	SHAND JEE SURGICAL INSTRUMENTS	SIALKOT
100	SIKANDER SPALL	MUHAMAD PURA, SIALKOT
101	SITEC SURGICAL PVT LTD	RAI PUR, WAZIRABAD ROAD, SIALKOT.
102	SOS INDUSTRIES	MUREED PUR, SIALKOT
103	STEEFAN SURGICAL	SIALKOT

SR. NO	UNIT NAME	ADDRESS
104	STRUMENTI DELLA BELLEZA	MUHAMMAD PURA, SIALKOT
105	SUDDLE GROUP OF INDUSTRIES	SHAHAB PURA, SIALKOT
106	SUNLIKE INTERNATIONAL	SHAHAB PURA, SIALKOT
107	SURGEON PVT LTD	KHADIM ALI ROAD, SIALKOT.
108	SURVICO INDUSTRIES	KHOKHAR TOWN, SIALKOT
109	SUSLEAN TRADING	MUHALLA SARDARPURA, SIALKOT
110	TATA SERVICES	COMMISSIONER ROAD, SIALKOT
111	TECHNIMEN AGA PVT LTD	KASHMIR ROAD, SIALKOT.
112	TINEPAL SURGICAL CORPORATION	S.I.E SIALKOT.
113	TKNO SURGICAL	SIE, SIALKOT
114	TOP MED SURGICAL	MUHAMMAD PURA, SIALKOT
115	TOWN BROTHER PVT LTD	52-56 B, INDUSTRIAL ESTATE, SIALKOT
116	TRACK OF SURGICAL	MUHAMAD PURA, SIALKOT
117	TWINKLE STAR TRADER	WAZIR ABAD ROAD, SIALKOT
118	UMAR FAROOQ CORPORATION	JINNAH PARK
119	WAHAB SURGICAL	MUHAMMAD PURA, SIALKOT
120	WITTEX	RORAS ROAD, SIALKOT
121	ZAIN SURGICAL	UGOKI ROAD, SIALKOT
INFORMAL		
1	A.F TEMBER CENTER	FACTORY AREA, SIALKOT
2	AAHIQ ALI	KACHA SHAHAB PURA
3	ABID ALI	AGOKI, SIALKOT
4	ABID SURGICAL	TALWARA, SIALKOT.
5	ADIL KARHANA	CHA-TARHANA, SIALKOT
6	AHMED MAKER	RORAS ROAD, SIALKOT
7	AKHTAR SURGICAL POLISHER	MUHAMMAD PURA, SIALKOT.
8	AKMAL DENTAL TECH MAKER	FACTORY AREA, SIALKOT
9	AKMAL DENTAL TECH MAKER	FACTORY AREA, SIALKOT
10	AL JAMNA TEP MAKER	FACTORY AREA, SIALKOT
11	ALI AHMAD MAKER	RORAS ROAD SIALKOT.
12	ALI ALTRASONIC	DEFENCE ROAD, SIALKOT
13	ALI MAKER	RORAS ROAD, SIALKOT
14	ALI RAZA	MUZAFAR PURA, SIALKOT
15	ALI RAZA	RANG PURA, SIALKOT.
16	AMANAT ALI POLISHER	NOOR GATE, SIALKOT
17	AMIN MACHING SURGICAL	NOOR GATE STREET, SIALKOT
18	ARIF USMAN INDUSTRY	ARIF SHAHEED ROAD, RAILWAY PHATAK NIZAMABAD.
19	ARSHAD SEAL PAL HANDLE	WAZIR ABAD ROAD, SIALKOT
20	ASHRAF KARHANA	CHA-TARHANA, SIALKOT
21	ASIF & BROTHER	ARIF SHAHEED ROAD, NIZAM ABAD
22	AWAIS MACHINING	RORAS ROAD, SIALKOT
23	AZAM SURGICAL	CHA TARHANA, SIALKOT.
24	BAHAR JAVED	MIANA PURA, SIALKOT
25	BAKAR HEAT MAKER	MUHAMMAD PURA, SIALKOT.
26	BARKAT SURGICAL	JAMMU ROAD, AHMED PURA, SIALKOT
27	BASHIR KHAN SURGICAL	FACTORY AREA, SIALKOT
28	BASIR SAAB	CHA-TARHANA, SIALKOT
29	BHATTI ALTRO SONIC	ALLAMA IQBAL ROAD, FACTORY AREA, SIALKOT
30	CHAND JEE SURGICAL	ISLAMIC COLLEGE ROAD, SIALKOT
31	DAUD JEE MANUFACTURING CO	SIALKOT
32	DECENT ENG	FACTORY AREA, SIALKOT



SR. NO	UNIT NAME	ADDRESS
33	EMERA INSTRUMENT PVT	RORAS ROAD, SIALKOT
34	EVER NINCE ENTERPRISES	JAMMU ROAD, AHMED PURA, SIALKOT
35	FAHEEM SURGICAL	FACTORY AREA, SIALKOT
36	FAHID SURGICAL POLISHER	MUHAMMAD PURA, SIALKOT.
37	FALEON SURGICAL	UGOBI ROAD
38	FAROOQ SURGICAL INSTRUMENT	NOOR GATE STREET, JINNAH PARK
39	FAYAZ SURGICAL	MUHAMMAD PURA, SIALKOT.
40	G.MUSTAFA	NOOR GATE
41	GULZAR SURGICAL MAKER	MUHAMMAD PURA, SIALKOT.
42	HAFIZ AZHAR POLISHER	MUHAMMAD PURA, SIALKOT
43	HAFIZ IJAZ	RORAS ROAD, SIALKOT
44	HAFIZ SAGHEER	BONKON
45	HAFIZ SURGICAL	TALWARA, SIALKOT
46	HAJI NASEEB STEEL TRADER	FACTORY AREA, SIALKOT
47	HAMZA DAR	ADALAT GARHA, SIALKOT
48	HAMZA DENTAL MAKER	SIALKOT
49	HANAN MAKER	RORAS ROAD, SIALKOT
50	HIGH TECH HEAT TEMP	MUHAMMAD PURA, SIALKOT.
51	IFTHAR MAKER	CHA-TARHANA, SIALKOT
52	IQBAL POLISHER	NOOR GATE STREET
53	IRFAN BROTHER	FACTORY AREA, SIALKOT
54	IRFAN SURGICAL	FACTORY AREA, SIALKOT
55	KHADAM ALI	AGOKI, SIALKOT
56	KHALID MUGHAL ARGONS	SIALKOT
57	KHALID SURGICAL	FACTORY AREA, SIALKOT
58	KHAN ARGONS	SIALKOT
59	M.ADNAN	ADALAT GARH, SIALKOT.
60	M.AKHTER	RORAS ROAD, SIALKOT
61	M.ALI SURGICAL MAKER	AHMED PURA, SIALKOT
62	M.AMIN SURGICAL INSTRUMENT	NOOR GATE STREET, JINNAH PARK
63	M.ANSAR	ADALAT GARHA, SIALKOT
64	M.ASIF POLISHER	NOOR GATE STREET, SIALKOT
65	M.ATIF	BONKON
66	M.AZAM	ADALAT GARH, SIALKOT.
67	M.BOOT SURGICAL POLISHER	MUHAMMAD PURA, SIALKOT
68	M.HUSSAIN	CHA-TARHANA, SIALKOT
69	M.IKRAM	SIALKOT
70	M.IRFAN	RORAS ROAD, SIALKOT
71	M.LATIF MAKER	CHA-TARHANA, SIALKOT
72	M.NAWAZ SURGICAL	MUHAMMAD PURA
73	M.RASHID DIE MAKER	SHAHAB PURA, SIALKOT.
74	M.SALEEM KARHANA	CHA-TARHANA, SIALKOT
75	M.SALEEM SURGICAL	NOOR GATE STREET, SIALKOT
76	M.SHABAZ	RORAS ROAD, SIALKOT
77	M.SHAHBAZ MUGHAL	ADALAT GARHA, SIALKOT
78	M.SHAREEF MAKER	RORAS ROAD, SIALKOT
79	M.SOHAIL	RORAS ROAD, SIALKOT
80	M.TAHIR MAKER	CHA-TARHANA, SIALKOT
81	M.YOUNAS JAVEED IQBAL SURGICAL	MUHAMMAD PURA
82	M.YOUSAF	RORAS ROAD, SIALKOT
83	M.YOUSAF HAMMER	SADDAT STREET, SIALKOT.
84	M.ZAFAR IQBAL SURGICAL	JAMMU ROAD, AHMED PURA, SIALKOT
85	MALIK WAHAB SURGICAL	MUHAMMAD PURA, SIALKOT

SR. NO	UNIT NAME	ADDRESS
86	MANSHA ROUGH SHAPER	CIVIL HOSPITAL SIALKOT.
87	MANZOOR AHMAD	BONKON
88	MANZOOR KARHANA	CHA-TARHANA, SIALKOT
89	MAQSOOD SERGIDCAL POLISHER	MUHAMMAD PURA, SIALKOT
90	MAREED SULTAN MAKER	RORAS ROAD, SIALKOT
91	MEDISPROX SURGICAL PVT LTD	NEAR BRIDGE KHADIM ALI ROAD, SIALKOT
92	MEHAR SHAMS ARGAN	TALWARA, SIALKOT
93	MOHSIN SHAH	ADALAT GARHA, SIALKOT
94	MOLVI NASEER SHAH	, SHAHABPURA, SIALKOT.
95	MUDASAR	BONKON
96	MUGHAL ROUGH SHAPER	SIALKOT
97	MUGHAL SURGICAL MAKER	FACTORY AREA, SIALKOT
98	MUHAMMAD AFZAL SURGICAL	FACTORY AREA, SIALKOT
99	MUHAMMAD ARIF	RORAS ROAD, SIALKOT
100	MUHAMMAD ARSHAD & BROTHER	PAKA GARAH, SIALKOT.
101	MUHAMMAD ASIF	AGOKI, SIALKOT
102	MUHAMMAD RAFIQUE POLISHER (SURGICAL)	NOOR GATE, AHMED PURA, SIALKOT
103	MUHAMMAD SADIQ	FACTORY AREA NEAR JAN SCARD QABRISTAN, SIALKOT
104	MUHAMMD SHAFIQUE SB	MUBARAK PURA, MUGHAL STREET, SIALKOT
105	MUKHTAR	AGOKI
106	MUKHTAR HUSSAIN ASSEMBLY MAKER	RORAS ROAD, SIALKOT.
107	MUKHTAR SURGICAL INSTRUMENT	KHAN MAHAL CENEMA, AHMED PURA
108	MUNAWAR SURGICAL INSTRUMENT	KHAN MAHAL CENEMA, AHMED PURA
109	MUNIR POLISHER	STREET CHA TARKHANA.
110	MUZAMIL JUTT	AGOKI
111	NADEEM BUTT SURGICAL	FACTORY AREA, SIALKOT
112	NADEEM SURGICAL INSTRUMENT	NOOR GATE STREET, JINNAH PARK
113	NAEEM DIE MAKER	SHAHAB PURA, SIALKOT
114	NASAR SURGICAL POLISHER	NOOR GATE STREET, SIALKOT
115	NASHWAR ROUGH SHAPER	MUHAMMAD PURA, SIALKOT.
116	NAWAZ SURGICAL	JUMMA ROAD, SIALKOT
117	QAISER SB	AGOKI
118	QAMAR	BONKON, SIALKOT.
119	RAB NAWAZ	AGOKI, SIALKOT
120	RAHMAT	ADALAT GARHA, SIALKOT
121	RAMZAN GRINDING	MUZAFFAR PURA.
122	RANA ALYAS	ADALAT GARHA, SIALKOT
123	RASHID POLISHER	MUHAMMAD PURA, SIALKOT.
124	REHIN ENTERPRISES	FACTORY AREA, SIALKOT
125	RIAZ MAKER	RORAS ROAD, SIALKOT
126	SADDIQUE SURGICAL INSTRUMENT	KHAN MAHAL CENEMA, AHMED PURA
127	SADDIQUE SURGICAL POLISHER	KHAN MAHAL CENEMA, AHMED PURA
128	SAJID ALI	AGOKI
129	SAJID KARHANA	CHA-TARHANA, SIALKOT
130	SALEEM ENGINING WORKS	GHOKI ROAD, SIALKOT.
131	SALEEM POLISHER	NOOR GATE STREET, SIALKOT
132	SALMAN	AGOKI
133	SAMI FAROOQ ULTRASONIC	MUZAFAR PURA, SIALKOT
134	SURGICAL	RORAS ROAD SHAHAB PURA.
135	SURGICAL	MUZAFFAR PURA.
136	SHABIR AHMAD	BONKON
137	SHABIR DIE MAKER	SHAHABPURA AWAN STREET, SIALKOT.



SR. NO	UNIT NAME	ADDRESS
138	SHAFIQ ULTRASONIC CLEANING	ADALAT GARHA, SIALKOT
139	SHAHBAZ RETRACTOR MAKER	FACTORY AREA, SIALKOT
140	SHAHID MEHMOOD	BONKON
141	SHAHID MILLING MACHINE	FACTORY AREA, SIALKOT
142	SHAHID SALEEM SURGICAL	MUHAMMAD PURA, SIALKOT.
143	SHAHID SURGICAL INSTRUMENTS	RORAS ROAD, SIALKOT
144	SHAMIS	ADALAT GARHA, SIALKOT
145	SHAMRAIZ SURGICAL	ADALAT GARHA
146	SHAZAD	CHA-TARHANA, SIALKOT
147	SHAZAD ROUGH SHAPER	MUHAMMAD PURA.
148	SIR GHULAM SARWAR POLISHER	NOOR GATE, SIALKOT
149	SOHAIL KARHANA POLISHER	CHA-TARHANA, SIALKOT
150	USMAN MAKER	RORAS ROAD, SIALKOT
151	WAQAR SURGICAL MAKER	FATEH GARH ROAD, SIALKOT.
152	WASEEM ALTRASONIC	FACTORY AREA, SIALKOT.
153	YASEEM MAKER	RORAS ROAD, SIALKOT
154	YOUSAF SURGICAL MAKER	RORAS ROAD, SIALKOT
155	ZAHID HUSSAIN	RORAS ROAD, SIALKOT
156	ZAHID MAKER	RORAS ROAD, SIALKOT
157	ZAIN SURGICAL INSTRUMENT	MUHAMMAD PURA, SIALKOT.
158	ZEESHAN SURGICAL POLISHER	NOOR GATE STREET, SIALKOT
159	ZIRHAM	ADALAT GARH
160	ZUBAIR BUTT MILLING	FACTORY AREA, SIALKOT
161	ZULFIQAR BUTT SURGICAL	FACTORY AREA, ALLAMA IQBAL ROAD, SIALKOT.
162	ZULFIQAR MAKER	CHA-TARHANA, SIALKOT

Annexure 4: List of Experts: Cutlery, Utensils and Hunting Equipment and Surgical Instruments

Sr#	Name	Designation	Name of company	Telephone #	Address
1	Tahir Ashfaq	Chairman	The Surgical Instruments Manufacturers Association of Pakistan	0300-8711990	Near Subline Chowk, Marala Road Sialkot
2	Fuzon Muhammad	Manager RBC Sialkot	SMEDA Sialkot	052-4291881, 03338608778	SCCI Building, Paris Rd., Sialkot
3	Khadim Ali	Assistant Director	TDAP Sialkot	52-4261130, 0335 3251311	Muslim Colony, Gohd Pur Rd., Sialkot
4	Khurram Shehzad	Project manager	MIDC Sialkot	052-9250290	Iqbal Rd., Cantt Sialkot
5	Tahir Afzal	District Manager Sialkot & Narowal	TEVTA Sialkot & Narowal	052-4566129, 0333 4247473	Iqbal Rd., Cantt Sialkot
6	Khawaja Abdul Karim	Chairman	Dry Port Trust Sialkot & PIDC Karachi	52-6521661, 3008485859	Sialkot Dry Port Trust, Dry Port Road, Tehsil Sambrial. Distt. Sialkot. Pakistan
7	Qaiser Wasiq	Sector Expert for industrial Sector	UNIDO-TRTA II Program	3005007608	7th Floor, Serena Business Complex, Khayaban e Suherwardi, G 5/1, Islamabad.
8	Haseeb Bhatti	Techno Instruments	Manufacturing and Exporting of Electro Surgical Instruments	3008612723	Sialkot
9	Agha Bilal	Chief Executive	TECHNIMEN AGHA, Manufacturer & Exporters of surgical instruments	0342 9099999	Kashmir Road Sialkot
10	Zafar Yab Ali Shah	DIRECTOR PRODUCTION	ACCURAY SURGICAL	0301 6129118	Plot no 71 Small Industrial Estate, Sialkot
11	Mir Alamgir Meyer	Senior Vice President SCCI	Sialkot Chamber of Commerce & Industry		Shahrah-e-Awan-e-Sanat-o-Tijarat
12	Mia Amjad Shujah	Manager (SCs) Wing, Project Director of LESC	TEVTA Punjab	0333-8148683	57 M Gulberg III, Lahore
13	Faizan ul Haq	DIRECTOR QUALITY ASSURANCE	SUDDLE GROUP OF INDUSTRIES	0307 7777191	19-C NISHTER RD., SMALL INDUSTRY ESTATE SIALKOT
14	Mohammad Zaid Elahi	Managing Partner	ANZ-CNC International & A&C International USA Inc.	0300 6150121	90-B Tipu Rd., S.I.E Sialkot & 2514 E27th St., Brooklyn, NY 11235
15	Mohammad Baber Raza	Chief Executive	GLOMED DEVICES		Plot No 13-B S.I.E Sialkot
16	Ameera Pervaiz	Deputy Director	Trade Development Authority of Pakistan	055--9200138--9	Pasrur road, Gujranwala
17	Bilal Bhutta	Chairman	Pakistan Cutlery and Stainless Utensils Manufacturers & Exporters	055--6602825	GT road, Wazirabad

18	Shehzada Babar Sheikh	Manager University Industry Linkages	University of Gujrat	053--3643326	Office of Research, Innovation & Commercialisation, Hafiz Hayat Campu Gujrat
19	Ansar Mahmood	Former Cluster Development Agent TDAP/UNIDO CDP	UNIDO--TRTA II Program	0300--6224146	Kot Khizri, GT road, Wazirabad
20	Muhammad Asim Malik	RBC Gujranwala	Small & Medium Enterprises Development Authority	055--3734600	GCCI Building, Aiwan-e-Sanat road, Gujranwala
21	Muhammad Ali Haroon	Former Asstt. National Expert UNIDO	UNIDO	0345--4191214	Lahore
22	Ansir Mahmood	Former Cluster Development Agent--TDAP/UNIDO CDP	TDAP/UNIDO CDP	0300--6224146	Ilahabad, Wazirabad
23	Sameer Ahmad	Deputy Manager	Metal Industries Development Center	052--9250288	Allama Iqbal road, Sialkot Cantt
24	Muhammad Umar	Marketing	Pakistan Hunting & Sporting Arms Development Company	0333-9129955	Ground floor, State Life Building, Peshawar
25	Khalid Mughal	Chairman	Pakistan Cutlery Consortium	0300--8720051	Bharoke road, Wazirabad
26	Muhammad Nawaz Cheema	Entrepreneur/Formal Employee Cutlery & Small Tools Industry Service Center, Wazirabad	Cutlery & Small Tools Industry Service Center, Wazirabad	0300--9644024	GT road, Allahabad, Wazirabad
27	Awais Azam Butt	Director	Sonex International	055-4285245 - 48	60-61 / A. Small Industrial Estate # 2, Gujranwala
29	Muhammad Sarfraz	Owner	Top Blades International	0333--6602425	Shaheen street, GT road, Allahabad, Wazirabad
30	Aftab Ahmed	Lecturer - Accounts & Taxation	University of Sargodha -Gujranwala Campus	0333-8113193	Sialkot Bypass, Gujranwala

## Annexure 5: List of Training Service Provider: Cutlery and Surgical Sectors

Sr. No	Name	Designation	Name of Company	Telephone #	Address
<b>CUTLERY</b>					
1	Khurram Shehzad	Project Manager	Cutlery & Small Tools Industries Service Center	0300--6654283	GT road, Nizamabad, Wazirabad
2	Qamar Hussain	District Placement Office Gujranwala	Government College of Technology	0300-6469225	Shaheenabad, Opposit Shareef Pura G.T. Road Gujranwala
3	Syed Ali Asim Raza	Company Secretary	Gujranwala Tools, Dies & Moulds Center	055 3827321	Sialkot bypass chowk, Sialkot road, Gujranwala
4	Anwer Ali	Project Manager	Government Apprentices Training Centre	055-9200643	P.O. Climaxabad, Gujranwala
5	Muhammad Aslam Shamas	Training In charge	Light Engineering Service Center - TEVTA	055-9200661, 0333-8102081	Small Industrial Estate no. 1, G. T. Road, Gujranwala
6	Muhammad Azhar Cheema	Shift In-charge, Senior Instructor	Government Technical Training Institute Gujranwala	0300-6468490	Pasroor Road, Gujranwala
<b>SURGICAL</b>					
1	Muhammad Saeed Anwar	In charge Principal BS-17	Govt. Apprentices Training Center	0321 7183876	Marala Road, Sialkot
2	Muhammad Iqbal Atif	Principal	Government College of Technology	0314 4530888	Paris Road, Sialkot
3	Khurram Shehzad	Project Director	Institute of Surgical Technology	03321440146, 03006654283	MIDC-Iqbal Rd., Cantt Sialkot
4	Naeem Sohail	Principal	Vocational Training Institute	0300 6160709	Small Industrial Estate Sialkot
5	Nabeel Ashger	Head Projects & Operations	NIDA National Institute of Design and Analysis	0344 4440679	Main Khadim Ali Rd., Opp. Mehr CNG Sialkot



Annexure 6: Annexure 6: Training Skills Providers – Course List (Related to Cutlery and Surgical Sectors)

Sr. No	Course Name	Enrollment: M F	Total Applications Received	Eligibility / Entrance Criteria	Age	Number of Trainers/ teachers for course	Fees (for entire course)	Duration (in months)	Main trades/ skills focused upon	Average time it takes to acquire job after course completion (in months)	Post-training initial salary/ (per month)
<b>CUTLERY</b>											
<b>1. Cutlery &amp; Small Tools Industries Service Center</b>											
1	Tool & Die Making	5	0	5	Matric (Science)	16	1	24	Die making and fitting, machine tool operations	1	14,000
2	Machinist	5	0	5	Matric (Science)	16	1	6	Machine tool operations	1	12,000
3	Welding	5	0	5	Middle	14	1	6	Arc and gas welding	2-3	12,000
<i>Please list any planned / forthcoming courses below</i>											
A	Auto CAD	20		NA	FSc	18	1	6			
B	Computer Applications	20		NA	F/A, FSc	18	1	3			
<b>2. Government College of Technology</b>											
1	Home Appliance - Electrical	25	0	60	Middle Preference Matric	N/A	1	Free with Rs. 1000 per month stipend	Repair and maintenance of domestic electrical appliances	1-2 months	Rs. 12,000
2	Electrician	25	0	40	Middle	N/A	1		Single and 3 phase wiring	1-2 months	Rs. 12,000
3	Web Designing	25	0	30	Matric	N/A	1	6			
<b>3. Gujranwala Tools, Dies &amp; Moulds Center</b>											
1	CAD/CAM	400	0	450	Middle	16	8	Free, Rs. 1500 stipend	Designing, programming and operations of CNC machine tools	NA	12,000
<b>4. Government Apprentices Training Centre</b>											
1	Electrician	65	0	65	Matric	16	1	3200 admission+2700/6 months	Skills Electrical wiring and electrical machine related equipment	1	14,000
2	Bench Fitter	11	0	11	Middle	16	1	3200 admission+2700/6 months	Machinist	1	14,000
3	Turner	32	0	32	Middle	16	1	3200 admission+2700/6 months	Manufacturing mechanical parts	2-3	12,000
4	Auto Mechanic	20	0	20	Matric	16	1	3200 admission+2700/6 months	Automotive technician		12,000

CUTLERY, UTENSILS, HUNTING EQUIPMENT AND SURGICAL INSTRUMENTS MANUFACTURING

5	Welder	9	0	9		Matric	16	1	6 months	2/3 years	Welding	
<b>2nd Shift Courses</b>												
1	Electrician	30	0	30		Middle Preferably	16-35	1	4000/ annum	1 year	Electrical wiring and electrical machine related equipment's	
2	Draftsman	13	0	13		Matric Preferably	16-35	1	4000/ annum	1 year	Technical drawing, drafting	
3	Machinist	12	0	12		Matric Preferably	16-35	1	4000/ annum	1 year	Production work	
4	Auto Electrician	38	0	38		Matric Preferably	16-35	1	4000/ annum	1 year		
5	Welder	9	0	9		Matric Preferably	16-35	1	4000/ annum	1 year		
<b>5. Light Engineering Service Center - TEVTA</b>												
1	Auto CAD	48	0	48		Matric	16	1	3700	3	Auto cad expert	1-2
2	Assembly & Fitting	100	0	100		Matric	16	1	Free/ stipend 4000/month by-GfZ	3	Fitter / Assembler, self employed	1
3	Home Appliances Repair	Registration In process	0	0		Middle	14	1	Free/ 1000/month stipend by TEVTA	12	Home appliances industry, self employed	2
4	Aluminum & Sheet Fabrication and welding	20	0	20		Matric	16	1	3600/year	12	Fabricator, Welders.	1
5	CNC Machine Operator	9	0	9		Matric	16	1	2500/month	1	Machine Operator	2
6	Basic of IT skills	16	0	16		Matric	16	1	1000/course	2		2-3
7	M.S. Office	9	0	9		Matric	16	1	2500/course	2	Office Assistant	2-3
8	3D MAX	4	0	4		Matric	16	1	5100/course	2		2
9	Pro Engineering	7	0	7		Matric	16	1	5100/course	2		2
<i>Please list any planned / forthcoming courses below</i>												
A	VCNC											
B	CNC Machine Operator											
<b>6. Government Technical Training Institute Gujranwala</b>												
1	Electrician	55		55		Matric	N/A	1	4000/ Annum	24 Month	Most is practical work	
2	DM (Mech)	12		12		Matric	N/A	1	4000/ Annum	24 Month	Most is practical work	
3	Electrical Appliances	17		17		Matric	N/A	1	4000/ Annum	24 Month	Most is practical	





People with simple solutions

4	Machinist	15		15	Matric	N/A	1	4000/ Annum	24 Month		work	Most is practical work	12000
5	Welder	17		17		N/A	1	4000/ Annum	18 Month		work	Most is practical work	10000
6	Motor Winder	13		13		N/A	1	4300/Total fee	12 Month		80% practical work	10000	10000
7	Auto CAD	23		23		N/A	1	5600/Total Fee	6 Month		Most is practical work	10000	10000
8	Auto CAD Mechanical	15		15		N/A	1	5600/ total fee	6 Month		Most is practical work	10000	10000
9	Surveyor	18		18		N/A	1	5600/ total fee	6 Month		Most is practical work	10000	10000
10	HVACR	15		15		N/A	1	Free	12 Month		Most is practical work	10000	10000
11	CCA	16		16		N/A	1		3 Months		Most is practical work	10000	10000
12	Web Designing	23		23		N/A	1	Free/ 1000 stipend /month	6 Months			8000	
13	Home Appliances Repair	25		25		N/A	1	Free/ 1000 stipend /month	6 Months			Self Employed	
14	Motor Winding	25		25		N/A	1	Free/ 1000 stipend /month	6 Months			Self Employed	
15	Mobile Repairing	24		24		N/A	1	Free/ 1000 stipend /month	6 Months			Self Employed	

**SURGICAL****1. Govt. Apprentices Training Center**

1	Electrician	44	33	77	Matric	18	3	Stipend as per apprenticeship law 50% of the worker wages	2 years	Electric Circuits, Motors, Control Panels etc.	Immediately	Rs. 8000-10000
2	Machinist	9	8	15	Matric/Middle	18	2	As above	2 years	Measurement, Drawings, Turning, Milling, drilling, grinding, etc.	Immediately	Rs. 8000-10000
3	Surgical Instruments Mechanic	5	6	11	Matric/Middle	18	1	As above	2 years	Measurement, Drawings of surgical instruments,	Immediately	Rs. 8000-10000

4	Welding	3	5	8	Matric/Middle	18	1	As above	2 years	Forging, filing grinding, serration, knurling, Temper, Polishing	Immediately	Rs. 8000-10000
5	Fitter (Bench)	3	2	5	Matric/Middle	18	1	As above	2 years	Electric ARC Welding, TIG welding, MIG Welding	Immediately	Rs. 8000-10000
6	Computer	28		28	Matric/Middle	18	1	As above	1 years	Measurements, Drawings, Filing, Grinding, Fitting, Computer hardware, software, windows, Microsoft word application, AutoCAD etc.	Immediately	Rs. 8000-10000

**2. Government College of Technology**

1	DAE Auto	575			Matric with science	15+	9	R1 7000/annum	3 years	Automotive Engineering	6 to 12 months	In Pakistan it is like Rs. 5000/-to Rs.10000/-
2	DAE Civil	1027			Matric with science	15+	11		3 years	Civil Engineering	6 to 12 months	
3	DAE Electrical	959			Matric with science	15+	9	R2 25000/annum	3 years	Electrical Engineering	6 to 12 months	In abroad market it is like Pakistani Rs.25000/- to Rs. 40000/-
4	DAE Electronics	256			Matric with science	15+	5		3 years	Electronics Engineering	6 to 12 months	
5	DAE Mechanical	1205			Matric with science	15+	19		3 years	Mechanical Engineering	6 to 12 months	

**Short Courses**

6	Surveying	156			Matric with science	15+	5	6500/course	6 months	Civil Engineering surveying		In abroad market it is like 1500-2500 Dirham
7	AutoCAD	31			Matric with science	15+	2	6500/course	6 months	Civil-Mechanical Engineering drawings		
8	CCA	16			Matric with science	15+	1	3800/course	6 months	Computer Applications		
9	Electric Wiring Technician	34			Matric with science	15+	1	3800/course	6 months	Electrical Wiring		
10	Auto Electrician	81			Matric with science	15+	2	3800/course	6 months	Automotive Electrical Wiring		

**Please list any planned / forthcoming courses below**A Steel Fixing  
B Motor Cycle Mechanic  
Proposal to start courses submitted to TEVTA under the Prime Minister Youth Skill Development Program**3. Institute of Surgical Technology****Please list any planned / forthcoming courses below**

1	Machinist (Specialized in the manufacturing of surgical instruments)								24			
---	--	--	--	--	--	--	--	--	----	--	--	--



2	Industrial Electronics								24			
3	Fitter General (Die Makers)								24			
4	Draftsman (AutoCAD)								12			
5	Inspection & Quality Control								12			
6	Material Testing and Heat Treatment								12			
7	Post Diploma CNC machinist								6			
8	Forging & Press work								6			
<b>4. Vocational Training Institute</b>												
1	AutoCAD	70			Matric	15-35	2	Stipend given to the successful students through Zakat & Usher department	8		Mostly are immediately induced in the relevant industries	Rs. 8000-10000 per month.
2	Repair & maintenance Electrical	69			Middle		2		14			
3	Computer application and Operation	64			Matric		2		14			
4	Leather Stitching		21		Primary		2		8			
5	Import Export	27			Inter		2		8			
6	Computer pattern	28	5		Matric		2		8			
7	Web Graphics	48			Matric		3		14			
8	Screen Printing	35			Middle		2		8			
<b>5. NIDA National Institute of Design and Analysis</b>												
1	2D & 3D Drafting Using AutoCAD	178	0	195	Matric Intermediate		We have visiting faculty and for full capacity we hire instructor-1 and Assistant-1 otherwise for the enrollment like @ 10 students only one instructor is enough	6000/-	2	CAD	Three Months	
2	Product Development Using DELCAM	16	0	16	CAD User / Intermediate			9900/-	1	CAD/CAM	One Month	
3	Graphic & Vector Design	58	5	63	Matric / Intermediate			6000/-	1	Designing	One Month	
4	Accounting Systems	44	1	45	B.Com			6000/-	1	Data Entry	One Month	
5	Export Documentation	16	0	16	Intermediate			6000/-	1	Documentation	One Month	
<b>Please list any planned / forthcoming courses below</b>												
A	Accounting Systems	0	0	0	B.Com			6000/-	1	Date Entry	One Month	
B	Export Documentation	0	0	0	Intermediate			6000/-	1	Documentation	One Month	
C	2D & 3D Drafting Using AutoCAD	0	0	0	Intermediate			6000/-	2	CAD	One Month	
D	Graphic & Vector Design	0	0	0	Matric / Intermediate			6000/-	1	Designing	One Month	

## Annexure 7: Current employment by occupation and hard-to-fill positions

### Surgical

Heading	Major Activity	Major Job title/ Occupation	No of employees	No of Current Vacancies	Availability of skilled workers for this position /		
					Occupation Easily available	hard to fill	Grand Total
Machining	Ratchet and Box Milling	Machinist (Milling and Lathe)	139	11	4	21	25
		Copy Milling Machine Operator	152	25	9	17	26
	Jaws Serration	Spark Erosion machine Operator	2	2	1		1
		Machinist (Milling and Lathe)	111	18	5	21	27
	Temporary Assembly	Copy Milling Machine Operator	305	44	13	34	48
		Spark Erosion machine Operator	50	40		1	1
		Copy Milling Machine Operator	1	1	1	1	1
		Filer	322	43	8	32	40
	Electrolytic polishing	Spark Erosion machine Operator	1	1	1		1
		Wire Cut Machine Operator	6	1	1		1
Polishing & Final Assembly	Polishing, Setting & Cleaning	Plant /machine operator	199	11	2	46	49
		Electrolytic polisher	217	42	4	65	69
		Rivet Man	1	0		1	1
		Vertical Machining Center Operator	2	0		1	1
	Sand Blasting	Polishers	927	209	9	112	121
		Shot Blasting Machine Operator	183	43	5	57	62
		Sand Blasting Machine Operator	75	47	3	32	35
		Vertical Machining Center Operator	2	1	1		1
	Inspection & retouching/polishing of defective items	Chemist	1	1		1	1
		Polishers	2	2		1	1
		Machinist (Milling and Lathe)	1	1		1	1
		Supervisor	102	28	7	30	37
	Boil test & Passivation	Welder;( Spot, Laser Welding & Argon Welding)	2	0		1	1
		Passivation man	53	12	7	13	20
		Polishers	27	3	3	5	8
		Grinder	50	19	9	12	21
	Coatings	Vertical Machining Center Operator	2	4	1		1
		Powder Coating Man	12	3	1	6	7
		PVD Coating Machine Operator	4	0		1	1
		Gold Plating Men	36	8	4	9	13



Heading	Major Activity	Major Job title/ Occupation	No of employees	No of Current Vacancies	Availability of skilled workers for this position / occupation			
					Easily available	hard to fill	Not available	Grand Total
Heat Treatment & Material Testing	Tempering/Hardening	Copy Milling Machine Operator	58	8	5	4		9
		Temper man	65	10	2	10		12
	Hardness Testing Acid Pickling	Forman Heat Treatment	46	12	4	5		9
		Acid Pickler	53	19	6	11		17
Rough Shaping & In Process Inspection	Filing	Wire Cut Machine Operator	1	1	1	1		1
		Filer	291	49	12	53		65
	In Process Inspection	Grinder	5	1		3		3
		Mistry	115	26	8	25		33
		Mechanical Engineer /diploma holder	4	1	1			1
		Supervisor	5	3		2		2
		Welder;( Spot, Laser Welding & Argon Welding)	21	3	1			1
		Grinder	170	101	9	42	2	53
	Blank Cutting	Shot Blasting Machine Operator	44	9	2	17		19
		Hammer man &Pressman	82	22	3	31		34
Forging	Pre and final Forging	Shot Blasting Machine Operator	43	6	2	15		17
		Hammer man &Pressman	29	5	2	12		14
	Annealing	Shot Blasting Machine Operator	4	0		3		3
		Hammer man &Pressman	20	5	1	9		10
	Cold Stamping	Shot Blasting Machine Operator	14	2	1	2		3
		Hammer man &Pressman	10	1	1	3		4
	Shot Blasting	Spark Erosion machine Operator	2	1	1			1
		Shot Blasting Machine Operator	13	3	2	1		3
		Hammer man &Pressman	16	5	3	2		5
		Shot Blasting Machine Operator	13	2	1	4		5
Cleaning, marking and Packaging	Outer and Ring Trimming	Hammer man &Pressman	11	2	1	5		6
		Mistry	28	9	2	3		5
	Blister, polythene and Box packing	Packing machine operator	515	82	19	40	2	61
		Packing man	120	38	5	26	1	32
	Laser marking	Cleaning person	7	3	1	1		2
		Plant/machine operator	2	5	1			1
		Laser Marking Machine Operator	189	44	12	45	1	58
		Marking man	243	45	4	26	2	32
	Ultrasonic Cleaning	Filer	5	2	1			1
		Shot Blasting Machine Operator	2	1		1		1

Heading	Major Activity	Major Job title/ Occupation	No of employees	No of Current Vacancies	Availability of skilled workers for this position / occupation			
					Easily available	hard to fill	Not available	Grand Total
		Rivet Man	5	2	1			1
		Ultrasonic Cleaning Machine Operators	497	96	21	68	2	91
		Cleaning person	197	35	4	48	2	54
		Spark Erosion machine Operator	2	2		1		1
Riveting	Riveting	Vertical Machining Center Operator	2	0		1		1
		Filer	1	0		1		1
Die making	Reverse Engineering	Rivet Man	96	40	10	20		30
		Polishers	6	2		1		1
		Plant/machine operator	36	16	2	11		13
		Hammer man &Pressman	3	1		1		1
	Innovative Product	Die Maker	75	19	3	24		27
		Mechanical Engineer /diploma holder	55	24	2	10		12
		Marking man	5	8	1			1
		Plant/machine operator	25	12	2	9	1	12
		Die Maker	19	13	2	8		10
		Mechanical Engineer /diploma holder	45	18	4	8		12
			6302	1434				
Total								

Cutlery

Heading	Major Activity	Occupation	Number of Employees	Number of Current Vacancies	Availability of skilled Workers for this position/ occupation		
					Easily available	Hard to fill	Grand Total
Assembly & Packaging	Handle/Accessories fixing	Assembler	50	18	5	17	22
		Handle makers	12	8		5	5
		Machine operators	2	2		1	1
	Packaging	Quality and product inspectors	2	2		1	1
		Machine operators	1	2		1	1
		Others	12	2	5	1	6
	Quality Assurance	Quality and product inspectors	1	0	1		1
		Supervisors/Foreman	155	87	29	40	69
		Assembler	4	2		1	1
		Quality and product inspectors	49	2	19	11	30
		Supervisors/Foreman	3	0	1		1



Heading	Major Activity	Occupation	Number of Employees	Number of Current Vacancies	Availability of skilled Workers for this position/ occupation		
					Easily available	Hard to fill	Grand Total
Handle Making	Handle Making	Assembler	2	2		2	2
Metal Forming	Bending	Handle makers	47	23	5	18	23
		Machine operators	21	6		5	5
	Die making/ Cutting/ designing	Press man/ operator	174	41	2	65	67
		Welders	5	0	1		1
		Die finishers	20	6		4	4
		Mold makers	2	5		1	1
		Others	2	0		1	1
		Press man/ operator	2	1		1	1
		Tool-and-die makers	14	2	1	6	7
		Handle makers	2	2		1	1
		Press man/ operator	233	90	7	90	97
Surface Treatment	Shearing	Sheet metal workers	10	0	1	1	2
		Tool-and-die makers	1	0		1	1
	Straightening & Coining	Press man/ operator	19	1	4	5	9
		Quality and product inspectors	2	0	1		1
	Cleaning	Grinders and tool sharpeners	7	5	1		1
		Polishers	36	7	4	19	23
	Edge making/Grinding	Grinders and tool sharpeners	11	4	1	8	9
		Polishers	498	231	1	114	115
	Polishing		1399	551			
Total							

Annexure 8: Employment projections by process  
Surgical

Process	Occupations		Major Activity	Current Employment	Current Additional Demand	% of employment	% of Vacancies	Immediate additional employment demand	Additional employment demand in 5 years	Additional employment demand in 10 Years
Die making	Die Maker		Reverse Engineering	180	70	4%	8%	3766	2600	5594
Forging	Hammer man & Pressman, Shot Blasting Machine Operator	Innovative Product		89	43					
		Blank Cutting		126	31					
		Pre and final Forging		72	11					
		Annealing		24	5	5%	4%	2100	1449	3119
		Cold Stamping		26	4					
		Shot Blasting		29	8					
		Outer and Ring Trimming		24	4					
		Ratchet and Box Milling		293	38					
Machining	Copy Milling Machine Operator, Machinist (Milling and Lathe)	Jaws Serration		466	102	17%	13%	6200	4280	9209
		Temporary Assembly		330	46					
		Filing		296	50					
		In Process Inspection		145	33	10%	13%	6133	4234	9110
Rough Shaping & In Process Inspection	Filer			170	101					
	Inspector			123	18					
Heat Treatment & Material Testing	Temper man, Forman Heat Treatment	Tempering/Hardening		46	12	4%	3%	1666	1150	2475
		Hardness Testing		54	20					
Riveting	Rivet Man		Riveting	97	40	2%	3%	1333	920	1980
Polishing & Final Assembly	Electrolytic polisher	Electrolytic polishing		419	53					
		Polishers		1034	240					
		Cleaning		261	92					
		Sand Blasting		53	12					
	Shot Blasting Machine Operator	Boil test & Passivation		79	26	30%	30%	14467	9987	21488
		Grinder		52	11					
		Gold Plating Men, Powder Coating Man								
		Packing man		670	132					
Cleaning, marking and Packaging	Laser Marking Machine Operator	Blister, polythene and Box packing		434	94	29%	25%	12133	8377	18022
		Ultrasonic Cleaning		710	138					
		Operators								



Grand Total		6302		1434		47800		33000		71000	
Cutlery											
Process	Occupations	Major Activity	Current Employment	Current Additional Demand	% of employment	% of Vacancies	Immediate additional employment demand	Additional employment demand in 5 years	Additional employment demand in 10 Years		
			No of employees	No of Current Vacancies							
Metal Forming	Press man/ operator	Bending	200	47							
	Tool-and-die makers	Die making/ Cutting/ designing	40	14			950	699	1537		
	Press man/ operator	Blanking	246	92		36%					
	Press man/ operator	Straightening & Coining	21	1		28%					
Surface Treatment	Grinders and tool sharpeners	Edge making/Grinding	54	16							
	Polishers	Polishing	498	231		39%	1524	1121	2466		
	Handle makers	Handle Making	49	25		45%	154	113	250		
	Assembler	Handle/Accessories fixing	66	30		5%					
Assembly & Packaging	Supervisors/ Foreman	Packaging	169	91		21%	771	567	1248		
	Quality and product inspectors	Quality Assurance	56	4		23%					
Total			1399	551			3400	2500	5500		

## Annexure 9: Data Tables

### DATA TABLES BY FORMAL AND INFORMAL PSDF - CUTLERY

#### District

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Gujranwala	50	100	80	100	130	100
Total	50	100	80	100	130	100

#### Locale

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Urban	40	80	71	89	111	85
Semi urban	6	12	6	8	12	9
Rural	4	8	3	4	7	5
Total	50	100	80	100	130	100

#### Is your unit registered with the Government?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Formal	50	100			50	100
Informal			80	100	80	100
Total	50	100	80	100	130	100

#### Is your unit registered with any other body?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	45	90			45	35
No	5	10	80	100	85	65
Total	50	100	80	100	130	100

#### Unit Size

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Very small (1-9)	20	40	71	89	91	70
Small (10-29)	23	46	9	11	32	25
Medium (30-100)	7	14			7	5
Total	50	100	80	100	130	100

#### How long has your unit been operational?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-4 years	2	4	13	16	15	12
5-9 years	6	12	11	14	17	13
10-14 years	11	22	18	23	29	22
15-19 years	9	18	10	13	19	15
20-24 years	6	12	10	13	16	12
25 years & above	16	32	18	23	34	26
Total	50	100	80	100	130	100

#### Which sub-sector does your unit belong to?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Cutlery	25	50	43	53	68	52
Hunting equipment	8	16	20	25	28	21
Utensils	17	34	18	22	35	27



#### How would you categorize your unit?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Conventional	47	94	80	100	127	98
Mix of conventional and modern equipment/ techniques	3	6			3	2
Total	50	100	80	100	130	100

#### Which activities are carried out at your unit?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Die making/Cutting/designing	6	2	9	3	15	3
Shearing	39	15	61	19	100	17
Bending	42	16	51	16	93	16
Straightening	7	3	4	1	11	2
Coining	9	3	5	2	14	2
Edge making/Grinding	8	3	7	2	15	3
Polishing	47	18	67	21	114	20
Cleaning	24	9	25	8	49	8
Handle/Accessories fixing	19	7	20	6	39	7
Packaging	27	10	30	9	57	10
Others	37	14	40	13	77	13
Total	50	100	80	100	130	100

#### Which products does your unit produce/process?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Domestic cutlery such as knives, forks, spoons etc	23	46	40	48	63	47
Cutlery	1	2	2	2	3	2
Knives & cutting blades for machines/mechanical appliances	1	2	3	4	4	3
Metal household articles: flatware: plates, saucers etc.	16	32	15	18	31	23
Hollowware/Dinnerware	1	2	2	2	3	2
Small hand-operated kitchen appliances/accessories			1	1	1	1
Cutlasses, swords, bayonets etc	8	16	16	19	24	18
Other			4	5	4	3
Total	50	100	80	100	130	100

#### Are you an exporter?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	13	26	6	8	19	15
No	37	74	74	93	111	85
Total	50	100	80	100	130	100

#### If yes, to which country are you exporting your product(s)?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Afghanistan	6	12	3	4	9	7
USA	7	14	3	4	10	8
Not applicable	37	74	74	93	111	85
Total	50	100	80	100	130	100

#### If yes, which products you are exporting?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Domestic cutlery such as knives, forks, spoons etc	3	5			3	2
Other articles of cutlery	1	2			1	1
Knives & cutting blades for machines/mechanical appliances	1	2			1	1
Metal household articles: flatware: plates, saucers etc	2	4	1	1	3	2
Hollowware/dinnerware	2	4			2	1
Other non-electrical utensils	1	2			1	1
Small hand-operated kitchen appliances and accessories	1	2			1	1
Cutlasses, swords, bayonets etc	7	13	5	6	12	9
Not applicable	37	67	74	93	111	82
Total	50	100	80	100	130	100

#### Gender

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Male	50	100	80	100	130	100
Total	50	100	80	100	130	100

#### Highest education level completed

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No education/illiterate	9	18	11	14	20	15
Primary			14	18	14	11
Middle	7	14	25	31	32	25
High	26	52	29	36	55	42
Bachelors	7	14	1	1	8	6
Masters	1	2			1	1
Total	50	100	80	100	130	100

#### Did you attend any technical and vocational education and training course?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes - informal training	3	6	16	20	19	15
No	47	94	64	80	111	85
Total	50	100	80	100	130	100

#### How long have you been working in this sector?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-4 years	5	10	16	20	21	16
5-9 years	9	18	14	18	23	18
10-14 years	12	24	16	20	28	22
15-19 years	8	16	11	14	19	15
20-24 years	8	16	12	15	20	15
25 years & above	8	16	11	14	19	15
Total	50	100	80	100	130	100

#### Are you the owner of this unit?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	48	96	80	100	128	98
No	2	4			2	2
Total	50	100	80	100	130	100



**Which of the occupations currently in high demand?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Machine operators	4	6	8	9	12	8
Sheet metal workers	2	3			2	1
Welders	5	7	2	2	7	4
Forging press workers	1	1	1	1	2	1
Press man/ operator	4	6	1	1	5	3
Polishers	39	56	64	71	103	64
Grinders and tool sharpeners	3	4	2	2	5	3
Handle makers	6	9	8	9	14	9
Tool-and-die makers	1	1	1	1	2	1
Supervisors/Foreman	3	4	1	1	4	3
Mold makers	2	3	1	1	3	2
Die finishers			1	1	1	1
Total	70	100	90	100	160	100

**Additional No. needed**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
0	1	1	3	3	4	3
1-5	61	87	86	96	147	92
6-10	5	7	1	1	6	4
11-20	3	4			3	2
Total	70	100	90	100	160	100

**Which of the occupations in the future in high demand?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Machine operators	7	9	8	8	15	8
Sheet metal workers	3	4			3	2
Welders	3	4	2	2	5	3
Forging press workers	1	1			1	1
Press man/ operator	9	12	5	5	14	8
Polishers	40	51	63	64	103	58
Grinders and tool sharpeners	1	1	3	3	4	2
Handle makers	7	9	10	10	17	10
Tool-and-die makers			1	1	1	1
Supervisors/Foreman	2	3	4	4	6	3
Mold makers	2	3	1	1	3	2
Die finishers			2	2	2	1
Assembler	1	1			1	1
Knife maker	1	1			1	1
Others	1	1			1	1
Total	78	100	99	100	177	100

**Additional No. needed**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
0	1	1	1	1	2	1
1-5	21	27	28	28	49	28
6-10	19	24	24	24	43	24
11-20	14	18	30	30	44	25
21-30	18	23	15	15	33	19
30+	5	6	1	1	6	3
Total	78	100	99	100	177	100

**How many MALE employees does your unit have in total?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-9	20	40	64	80	84	65
10-29	23	46	16	20	39	30
30-600	7	14			7	5
Total	50	100	80	100	130	100

**How many FEMALE employees does your unit have in total?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
0	47	94	80	100	127	98
1-9	3	6			3	2
Total	50	100	80	100	130	100

**How many TOTAL employees does your unit have in total?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-9	20	40	64	80	84	65
10-29	22	44	16	20	38	29
30-600	8	16			8	6
Total	50	100	80	100	130	100

**What is the employment status of these employees? - Permanent**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
0	29	58	58	73	87	67
1-9	20	40	21	27	41	32
10-29	1	2			1	1
Total	50	100	79	100	129	100

**What is the employment status of these employees? - Temporary**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
0			2	3	2	2
1-9	26	52	64	80	90	69
10-29	17	34	14	18	31	24
30-600	7	14			7	5
Total	50	100	80	100	130	100

**What is the employment status of these employees? - Both Permanent and Temporary**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-9	20	40	64	80	84	65
10-29	22	44	16	20	38	29
30-600	8	16			8	6
Total	50	100	80	100	130	100

**What is the average salary paid to your employees? - Middle Management Level**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
10,001-20,000	4	100	1	100	5	100
Total	4	100	1	100	5	100



**What is the average salary paid to your employees? - Work Level**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Up to 10,000	9	18	12	15	21	16
10,001-20,000	39	78	67	84	106	82
20,001-30,000	2	4	1	1	3	2
Total	50	100	80	100	130	100

**How often are workers paid?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Daily			1	1	1	1
Weekly	48	96	78	98	126	97
Monthly	2	4	1	1	3	2
Total	50	100	80	100	130	100

**What determines the number of employees you hire?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Workload	49	92	80	98	129	96
To oblige relative/friends	1	2	1	1	2	1
To train new HR	3	6	1	1	4	3
Total	50	100	80	100	130	100

**What is the staff turnaround situation?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Very high	4	8	9	11	13	10
High	24	48	27	34	51	39
Medium	21	42	35	44	56	43
Low	1	2	9	11	10	8
Total	50	100	80	100	130	100

**Compared to 12 months ago, has the number of people in this organization changed?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Increased	2	4	6	8	8	6
Remained the same	22	44	28	35	50	38
Decreased	26	52	46	58	72	55
Total	50	100	80	100	130	100

**Why retention issue?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Excessive workload	9	13	8	8	17	10
Low salary	3	4	3	3	6	4
Higher paying opportunities elsewhere	23	34	37	38	60	36
Attitude of worker	7	10	8	8	15	9
Minimum or no benefits	4	6	3	3	7	4
Other	2	3	1	1	3	2
Not applicable	19	28	38	39	57	35
Total	50	100	80	100	130	100

**Are any of your current employees related to you?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	10	20	16	20	26	20
No	40	80	64	80	104	80
Total	50	100	80	100	130	100

**If Yes, how many**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-4	10	20	15	19	25	19
5-9			1	1	1	1
Not applicable	40	80	64	80	104	80
Total	50	100	80	100	130	100

**Where do most of your workers originate from?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Same village/town	47	94	78	98	125	96
Nearby village/town	3	6	2	3	5	4
Total	50	100	80	100	130	100

**How do you recruit workers?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Referred through family	2	4	4	5	6	5
Referred through friends	25	50	33	41	58	45
Walk-in	22	44	43	54	65	50
Other	1	2			1	1
Total	50	100	80	100	130	100

**What is the recruitment/hiring process?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No recruitment process	4	5	13	12	17	9
Informal interview (discussion) with candidate	28	38	41	37	69	37
Formal interview with candidate	3	4	8	7	11	6
Testing of skills prior to selection	38	52	48	43	86	46
Other			2	2	2	1
Total	50	100	80	100	130	100

**Is any prior experience required for employment? - Middle Management Level**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-2 years	1	2			1	1
5+ years	1	2	1	1	2	2
Not applicable	48	96	79	99	127	98
Total	50	100	80	100	130	100

**Is any prior experience required for employment? - Worker Level**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-2 years	41	82	60	75	101	78
3-4 years	3	6	2	3	5	4
5+ years	4	8	7	9	11	8
Not applicable	2	4	11	14	13	10
Total	50	100	80	100	130	100

**Is any prior certification required for employment?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
None	50	100	80	100	130	100
Total	50	100	80	100	130	100



**Is any written contract/agreement provided to your employees?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	2	4			2	2
No	48	96	80	100	128	98
Total	50	100	80	100	130	100

**At which level would you hire female employees?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Worker level	3	6			3	2
Do not/would not hire females	47	94	80	100	127	98
Total	50	100	80	100	130	100

**For which occupations?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Packing	2	4			2	2
Cleaning	1	2			1	1
Not applicable	47	94	80	100	127	98
Total	50	100	80	100	130	100

**What are the associated skills with this type of occupation for females?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Responsible	1	2			1	1
Active	1	2			1	1
Visionary	1	2			1	1
Not applicable	47	94	80	100	127	98
Total	50	100	80	100	130	100

**Which additional skills/qualities do you look for in your candidates during recruitment?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Communication skills	1	2			1	1
Numeracy	2	4	2	2	4	3
Safety knowledge			3	4	3	2
Team work	18	33	29	36	47	35
Individual Hygiene	3	5	3	4	6	4
Others	1	2	1	1	2	1
No additional skills	30	55	43	53	73	54
Total	50	100	80	100	130	100

**Do you hire directly from Training Service Providers (TSPs)?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No	50	100	80	100	130	100
Total	50	100	80	100	130	100

**Does your existing workforce sufficiently fulfill the skillset you require?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
To a small extent	1	2	1	1	2	2
To some extent	24	48	54	68	78	60
To a large extent	25	50	25	31	50	38
Total	50	100	80	100	130	100

**If there are gaps, which skills are lagging? - Occupation**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Polishman	13	21	32	36	45	30
Machine Operator	1	2	1	1	2	1
Shearing	2	3			2	1
Packing	1	2	1	1	2	1
Weldor	1	2	3	3	4	3
Handle Making	1	2	1	1	2	1
Die making	2	3	2	2	4	3
Pressman	7	11	7	8	14	9
Grinding			1	1	1	1
All Occupation			1	1	1	1
Assembling	1	2	2	2	3	2
Knife Fitter			1	1	1	1
Refuse to answer	33	53	37	42	70	46
Total	50	100	80	100	130	100

**If there are gaps, which skills are lagging? - Skill Gap**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Modern techniques			9	10	9	6
Lack of interest	2	3	3	3	5	3
Wastage of material	1	2			1	1
In Experienced	1	2	3	3	4	3
Lack of proper measurement			3	3	3	2
Cutting & Fitting	1	2	6	7	7	5
Advance machinery	2	3			2	1
finishing	4	6	19	21	23	15
Education	4	6	2	2	6	4
Machine Operating	3	5	1	1	4	3
Edge Making			1	1	1	1
Grinding	1	2	1	1	2	1
Measurement	1	2			1	1
Die making/fitting	5	8	2	2	7	5
Riveting			1	1	1	1
Refuse to answer	37	60	38	43	75	50
Total	50	100	80	100	130	100

**What percentage/proportion of your staff do you consider fully proficient at their jobs?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
All of them (100%)	22	44	22	28	44	34
Most of them (75%)	21	42	36	45	57	44
Half/some of them (50%)	6	12	22	28	28	22
A few of them (25%)	1	2			1	1
Total	50	100	80	100	130	100

**Which type of skills are being imparted by your unit to your employees?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Technical skills specific to trade	18	36	32	40	50	38
None	32	64	48	60	80	62
Total	50	100	80	100	130	100



**If skills are being imparted, how does this take place?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Working alongside/observing trainer or manager	16	32	24	28	40	29
Working alongside/ observing other employees	2	4	9	10	11	8
Independent work			5	6	5	4
Not applicable	32	64	48	56	80	59
Total	50	100	80	100	130	100

**Do you work with other businesses/ external trainers to train your employees?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes - sometimes	1	2			1	1
No	49	98	80	100	129	99
Total	50	100	80	100	130	100

**How effective has this course been in developing the skills/ knowledge of your workers?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Somewhat effective	1	2			1	1
Not applicable	49	98	80	100	129	99
Total	50	100	80	100	130	100

**How would you rate the service provided by the TSP?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Satisfactory	1	2			1	1
Not applicable	49	98	80	100	129	99
Total	50	100	80	100	130	100

**Is your industry or business association involved in training in any way?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No	50	100	80	100	130	100
Total	50	100	80	100	130	100

**Do you receive information from TSPs regarding upcoming training programmes?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Sometimes	4	8	3	4	7	5
Rarely	12	24	24	30	36	28
No	34	68	53	66	87	67
Total	50	100	80	100	130	100

**If yes, what type of assistance do you need? - Occupation**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Polishman	22	32	31	32	53	32
Mashine Operator	3	4	4	4	7	4
Pressman	14	20	18	18	32	19
Die maker			3	3	3	2
All field	1	1	5	5	6	4
Supervisor			2	2	2	1
Fixing			2	2	2	1
Welding			1	1	1	1
Shearing	1	1			1	1
Grinding	3	4			3	2
Assembling	2	3	3	3	5	3
Handling	1	1			1	1
Designing	1	1			1	1
Knife Fitter			1	1	1	1
Fitter	1	1			1	1
Refuse to answer	20	29	28	29	48	29
Total	50	100	80	100	130	100

**If yes, what type of assistance do you need? - Skill Needed**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Required Techniques	4	6	2	2	6	4
Enhance competency level			4	4	4	2
Need training on advance machinery	4	6	5	5	9	5
Introduce new technology			2	2	2	1
Skill enhance	2	3			2	1
lack of trained labor	1	1			1	1
As per requirement			2	2	2	1
Training by owner	1	1	1	1	2	1
All skills	4	6			4	2
Advance training	1	1	4	4	5	3
Finishing	14	20	24	24	38	23
Training	1	1	3	3	4	2
Cutting/Fitting	7	10	6	6	13	8
Education			2	2	2	1
Machine operating	7	10	9	9	16	10
Die fitting			1	1	1	1
Grinding	2	3			2	1
Refuse to answer	1	1	5	5	6	4
Not applicable	20	29	28	29	48	29
Total	50	100	80	100	130	100

**For the purpose of training your employees, which source of training service provider (TSP) would you prefer?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Government TEVT institution	13	26	20	25	33	25
Other Government TSP	29	58	53	66	82	63
Private Institute /provider	1	2			1	1
NGO TSP	1	2	2	3	3	2
Others	6	12	5	6	11	8
Total	50	100	80	100	130	100



**Have you ever used any Standard Operating Procedures manual to mentor/train your employees?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No	50	100	80	100	130	100
Total	50	100	80	100	130	100

**If yes, how useful was this manual?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Not applicable	50	100	80	100	130	100
Total	50	100	80	100	130	100

**If no, how useful would such a manual be for you?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Very helpful			1	1	1	1
Somewhat helpful	10	20	22	28	32	25
Not helpful at all	40	80	57	71	97	75
Total	50	100	80	100	130	100

**How do you monitor your employees performance?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
On the job performance (observation)	40	80	58	73	98	75
Periodic tests	1	2	2	3	3	2
Output of products	9	18	20	25	29	22
Total	50	100	80	100	130	100

**Is your business currently providing on the job training to employees?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	9	18	9	11	18	14
No	41	82	71	89	112	86
Total	50	100	80	100	130	100

**If yes, for how many employees? - Manager**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
0	9	18	9	11	18	14
Not applicable	41	82	71	89	112	86
Total	50	100	80	100	130	100

**If yes, for how many employees? - Worker**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-4	6	12	9	11	15	12
5-9	2	4			2	2
10-14	1	2			1	1
Not applicable	41	82	71	89	112	86
Total	50	100	80	100	130	100

**If yes, for which skill(s)?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1	1	2	1	1	2	2
777	8	16	8	10	16	12
999	41	82	71	89	112	86
Total	50	100	80	100	130	100

**Has your business provided on the job training to your employees in the past?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	16	32	15	19	31	24
No	34	68	65	81	99	76
Total	50	100	80	100	130	100

**Does your business have the capacity to take apprentices on board?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	41	82	76	95	117	90
No	9	18	4	5	13	10
Total	50	100	80	100	130	100

**If yes, how many apprentices can you take on board?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-4	26	52	63	79	89	68
5-9	12	24	13	16	25	19
10-14	2	4			2	2
20-24	1	2			1	1
Not applicable	9	18	4	5	13	10
Total	50	100	80	100	130	100

**Any other comments regarding employee skills?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Hardworking Awareness	2	4	2	3	4	3
Positive Attitude	1	2			1	1
Training with Advance technology	1	2	2	3	3	2
Provide Electricity & Gas	1	2	9	11	10	8
Polish nan may be prepared			2	3	2	2
Training on Advance Machines	13	26	7	9	20	15
No need of training			2	3	2	2
Provide training	9	18	4	5	13	10
Training in Govt Institutes	2	4	3	4	5	4
Govt decrease Labor salary limit			1	1	1	1
Owner may be helped for labor training			1	1	1	1
Provide technical education	1	2			1	1
Govt provide education & training			3	4	3	2
Revival of Cutlery Institute of Pakistan	1	2			1	1
Provide Advance machinery	3	6	8	10	11	8
Formal & religious education to labor	2	4	4	5	6	5
On job training	1	2	7	9	8	6
training through private sector	2	4			2	2
Provide Funds			2	3	2	2
Advance machinery can bring rapidness			1	1	1	1
Made Training Institute			2	3	2	2
Cheap material			1	1	1	1
Free training with Stipend	1	2	1	1	2	2
Establishment of Training Institute			1	1	1	1
Knife assembling method			1	1	1	1
Provide modern machinery for polishing	1	2			1	1
Educated & trained	1	2			1	1
Don't know	8	16	16	20	24	18
Total	50	100	80	100	130	100



**Are you aware of the PSDF Programme?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No	50	100	80	100	130	100
Total	50	100	80	100	130	100

**Are you aware of the role of PSDF in trainings?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Not applicable	50	100	80	100	130	100
Total	50	100	80	100	130	100

**Do you have any previous experience working with PSDF?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Not applicable	50	100	80	100	130	100
Total	50	100	80	100	130	100

**What areas should be focused upon to strengthen the quality/ effectiveness of training?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Technical training provided by TSP	35	70	58	73	93	72
On Job training	13	26	20	25	33	25
Other	2	4	2	3	4	3
Total	50	100	80	100	130	100

## DATA TABLES EMPLOYEE - CUTLERY

**District**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Gujranwala	100	100	160	100	260	100
Total	100	100	160	100	260	100

**Sector**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Cutlery, Utensils and Hunting Equipment Manufacturing	100	100	160	100	260	100
Total	100	100	160	100	260	100

**Firm size**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Very small (1-9)	57	57	153	96	210	81
Small (10-29)	30	30	7	4	37	14
Medium (30-100)	13	13			13	5
Total	100	100	160	100	260	100

**Gender**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Male	100	100	160	100	260	100
Total	100	100	160	100	260	100

**Highest Education Level Completed**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No education/illiterate	66	66	117	73	183	70
Primary	25	25	31	19	56	22
Middle	6	6	5	3	11	4
High	3	3	7	4	10	4
Total	100	100	160	100	260	100

**Did you attend any technical and vocational education and training course prior to this job?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes - formal training	1	1	1	1	2	1
Yes - informal training	18	18	26	16	44	17
No	81	81	133	83	214	82
Total	100	100	160	100	260	100



**Job title**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Forman	5	5	5	3	10	4
Machine Operator / Machine Man	12	12	17	10	29	11
Polisher / Polish Man	40	40	50	30	90	34
Packer	8	8	2	1	10	4
Supervisor/ Area Supervisor/ Manager	1	1			1	0
Accountant			3	2	3	1
Worker/Maker	4	4	8	5	12	5
Production Manager/ purchaser			1	1	1	0
Quality Checker /Supervisor			2	1	2	1
Helper/ Assistant			1	1	1	0
Fitter/Die Fitter	4	4	6	4	10	4
Production Checker	1	1			1	0
Cutter Man/Cutting			3	2	3	1
Polish Maker	1	1	3	2	4	2
Press Worker / Press Operator/ Press Man	22	22	37	23	59	22
Pots Maker			1	1	1	0
Die Maker			2	1	2	1
Knife Maker/ Knife Fitter			7	4	7	3
Assembler			2	1	2	1
Grinding	1	1	1	1	2	1
Molder			1	1	1	0
Assistance Knife Maker /Fitter			4	2	4	2
Hammer Man	1	1			1	0
Refuse to answer	1	1	8	5	9	3
Total	100	100	160	100	260	100

**How did you find out about this job/position?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Referred by family	26	26	41	26	67	26
Referred by friends	50	50	69	43	119	46
Advertisement	1	1	1	1	2	1
Walk-in	23	23	49	31	72	28
Total	100	100	160	100	260	100

**How were you selected? Was there a recruitment process?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No recruitment process	34	30	77	45	111	39
Informal interview (discussion) with employer	65	57	74	43	139	48
Formal interview with employer	7	6	15	9	22	8
Filled out an Application Form	1	1	1	1	2	1
Testing of skills prior to selection	8	7	3	2	11	4
Other			2	1	2	1
Total	100	100	160	100	260	100

**How difficult was it to obtain this job?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Not difficult at all	99	99	160	100	259	100
Rigorous selection criteria	1	1			1	0
Total	100	100	160	100	260	100

**Was any prior experience required for this job?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Prior experience	86	86	129	81	215	83
None	14	14	31	19	45	17
Total	100	100	160	100	260	100

**If yes, how many years?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-2 years	51	51	99	62	150	58
3-4 years	26	26	18	11	44	17
5+ years	9	9	12	8	21	8
Not applicable	14	14	31	19	45	17
Total	100	100	160	100	260	100

**Was any prior certification required for this job?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
None	100	100	160	100	260	100
Total	100	100	160	100	260	100

**Are you related to the manager / employer or other workers in this enterprise?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No relation to anyone	78	78	123	77	201	77
Related to employr only	11	11	18	11	29	11
Related to other employees only	11	11	16	10	27	10
related to employer and employees.			3	2	3	1
Total	100	100	160	100	260	100

**Was any written contract/agreement provided to you?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No	100	100	160	100	260	100
Total	100	100	160	100	260	100

**If yes, how well did you understand the contents of the agreement?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Not applicable	100	100	160	100	260	100
Total	100	100	160	100	260	100

**When did you first start this job?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-4 years before	10	10	18	11	28	11
5-9 years before	45	45	79	49	124	48
10-14 years before	32	32	48	30	80	31
15-19 years before	10	10	11	7	21	8
20-24 years before	1	1	3	2	4	2
25+ years before	2	2	1	1	3	1
Total	100	100	160	100	260	100



#### How often are you paid?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Weekly	94	94	150	94	244	94
Monthly	6	6	10	6	16	6
Total	100	100	160	100	260	100

#### What is the salary or stipend amount?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Upto 5,000	1	1	1	1	2	1
5,001-10,000	16	16	43	27	59	23
10,001-15,000	64	64	98	61	162	62
15,001-20,000	15	15	10	6	25	10
20,001-30,000	4	4	2	1	6	2
Refuse to answer			6	4	6	2
Total	100	100	160	100	260	100

#### What other benefits do you receive?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
None	23	20	46	27	69	24
Food (meals)	13	11	11	6	24	8
Accommodation	2	2			2	1
Medical benefits	4	3	4	2	8	3
Leave	73	63	112	65	185	64
Total	100	100	160	100	260	100

#### How long have you been working at your current position?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
< a year	1	1	4	3	5	2
1-4 years	59	59	111	69	170	65
5-9 years	31	31	35	22	66	25
10-14 years	6	6	7	4	13	5
15-19 years	2	2	2	1	4	2
20-24 years	1	1	1	1	2	1
Total	100	100	160	100	260	100

#### How many hours per day do you work?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
5	1	1	1	1	2	1
6	2	2	3	2	5	2
8	95	95	155	97	250	96
9	2	2	1	1	3	1
Total	100	100	160	100	260	100

#### How many days a week do you work?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
5			3	2	3	1
6	97	97	153	96	250	96
7	3	3	4	3	7	3
Total	100	100	160	100	260	100

#### Have you been provided your job description?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes, verbally	97	97	149	93	246	95
Yes, in writing			2	1	2	1
No	3	3	9	6	12	5
Total	100	100	160	100	260	100

#### What activities do you carry out during your job?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Forman	1	1	2	1	3	1
Machine Operator	12	10	9	4	21	6
Surgical Instruments			1	0	1	0
Designing			2	1	2	1
Polisher/Polishing	44	36	53	26	97	30
Packing	11	9	6	3	17	5
Supervise / Field Supervisor	2	2	3	1	5	2
Accounts Checking			1	0	1	0
Setting of Instruments			1	0	1	0
Laser Making			2	1	2	1
Helper			2	1	2	1
Packing Incharge			1	0	1	0
Production	1	1	1	0	2	1
Worker	1	1			1	0
Production Manager/ Purchaser			1	0	1	0
Fitting	4	3	6	3	10	3
Cleaning	3	2	5	2	8	2
Cutting / Cutting Man/ Sheet Cutting	14	11	26	13	40	12
Making/Parts Making	1	1	3	1	4	1
Lathe			1	0	1	0
Pots Making	3	2	11	5	14	4
Brush Making on Machine	1	1			1	0
Press Operator/ Pressing	17	14	30	15	47	15
Grinding	3	2	2	1	5	2
Bending			2	1	2	1
Offsetting/Chamfering			4	2	4	1
Measurements			3	1	3	1
Die Making			1	0	1	0
Molding			2	1	2	1
Handel Making			2	1	2	1
Knife Fitter/ Knife Maker			8	4	8	2
Knife Polishing			1	0	1	0
Knife Grinding	1	1	1	0	2	1
Sheet Cutting			2	1	2	1
Assistant			2	1	2	1
Forging	1	1			1	0
Repairing			1	0	1	0
Temperature Controlling	2	2			2	1
Material Removal			1	0	1	0
Material Feeding / New Material			2	1	2	1
Riveting	1	1			1	0
Total	100	100	160	100	260	100



**What skills are required to carry out the above-mentioned activities?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Quality Checking /Checking	1	1	2	1	3	1
Polishing	7	7	11	7	18	7
Packing / Packing with New Technologies	6	6	2	1	8	3
Supervision			2	1	2	1
Accounts			1	1	1	0
Need More Accuracy	1	1			1	0
Quality Control			1	1	1	0
Check Material			1	1	1	0
Cleaness			1	1	1	0
Latest Machine Operating Training	3	3	1	1	4	2
Machine Operator	2	2	7	4	9	3
Finishing	2	2	7	4	9	3
Removal of Burrs	1	1			1	0
Cutting / Cutting Expert / Sheet Cutting	3	3	7	4	10	4
Fitting / Training about Fitting	2	2	2	1	4	2
Quality Checker			1	1	1	0
Production Worker	1	1			1	0
Knowledge about Quality Assurance also Standard	1	1			1	0
Experience	2	2	1	1	3	1
Plotting			1	1	1	0
Polishing on Set Standard	10	10	7	4	17	6
Training on New Machines	1	1	1	1	2	1
Not Required	2	2	3	2	5	2
Safety Measures			1	1	1	0
Full Concentration during Work	2	2	3	2	5	2
Grinding	1	1	2	1	3	1
Save Wastage	3	3	6	4	9	3
Cutting Stroke Adjustment			3	2	3	1
Advance Technology & Training / Tools	1	1	5	3	6	2
Pressing Techniques	2	2	1	1	3	1
Work with Excellence	3	3	4	2	7	3
knowledge about Work Etc.	3	3			3	1
Handel Making			1	1	1	0
Cutting with Latest Technology	3	3			3	1
Uniform Force Application			1	1	1	0
Knife Making with New Technology			1	1	1	0
Proper Assembling	1	1	3	2	4	2
Don't know	38	37	71	44	109	41
Total	100	100	160	100	260	100

**Did you ever attend any training related to this job?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	1	1	1	1	2	1
No	99	99	159	99	258	99
Total	100	100	160	100	260	100

**What was the nature / content of the training?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Technical skills specific to trade			1	1	1	0
Administrative sills	1	1			1	0
Not applicable	99	99	159	99	258	99

Total	100	100	160	100	260	100
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**What was the name of the organization which provided this training?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
SGS	1	1	1	1	2	1
Not applicable	99	99	159	99	258	99
Total	100	100	160	100	260	100

**Where did this training take place?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
ON JOB TRAINING	1	1	1	1	2	1
Not applicable	99	99	159	99	258	99
Total	100	100	160	100	260	100

**What was the name of the training course which you undertook?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
MANAGEMENT	1	1	1	1	2	1
Not applicable	99	99	159	99	258	99
Total	100	100	160	100	260	100

**When did this training take place?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
2,013	1	1			1	0
2,014			1	1	1	0
Not applicable	99	99	159	99	258	99
Total	100	100	160	100	260	100

**What was the duration of this course in Days**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Don't know	1	1	1	1	2	1
Not applicable	99	99	159	99	258	99
Total	100	100	160	100	260	100

**How effective was the training in developing/improving your skills?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Somewhat effective	1	1	1	1	2	1
Not applicable	99	99	159	99	258	99
Total	100	100	160	100	260	100

**How relevant was this training to your current job?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Somewhat relevant	1	1	1	1	2	1
Not applicable	99	99	159	99	258	99
Total	100	100	160	100	260	100

**If you did not have a job during this training, how long did it take for you to find employment?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Within 1 month	1	1	1	1	2	1
Not applicable	99	99	159	99	258	99
Total	100	100	160	100	260	100



**Is any training provided at your current job? If yes, what is it focused on?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Technical skills specific to trade	4	4	5	3	9	3
None	96	96	155	97	251	97
Total	100	100	160	100	260	100

**How is training provided?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Working alongside/observing manager or employer	2	2	3	2	5	2
Working alongside/observing other employees	1	1	2	1	3	1
Classroom-based training/demonstration	2	2			2	1
Not applicable	96	95	155	97	251	96
Total	100	100	160	100	260	100

**In your opinion, what has been the most useful method of training for you?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Working alongside/observing manager or employer	2	2	2	1	4	2
Working alongside/observing other employees	2	2	3	2	5	2
Not applicable	96	96	155	97	251	97
Total	100	100	160	100	260	100

**Are external trainers called in for training purposes?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes, sometimes	2	2	1	1	3	1
No	2	2	4	3	6	2
Not applicable	96	96	155	97	251	97
Total	100	100	160	100	260	100

**How effective is the existing method of training in developing your skills?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Very effective			1	1	1	0
Somewhat effective	4	4	4	3	8	3
Not applicable	96	96	155	97	251	97
Total	100	100	160	100	260	100

**Do you feel you require further training for improved performance?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	31	31	55	34	86	33
No	69	69	105	66	174	67
Total	100	100	160	100	260	100

**To what extent do you think this job is helping you gain new skills?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
To a large extent	8	8	17	11	25	10
To some extent	59	59	104	65	163	63
Not at all	33	33	39	24	72	28
Total	100	100	160	100	260	100

**How supportive is your manager / employer in regard to helping you gain new skills?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Very supportive	13	13	15	9	28	11
Somewhat supportive	70	70	105	66	175	67
Not supportive at all	17	17	40	25	57	22
Total	100	100	160	100	260	100

**What can be done to further improve your skills?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Provide Facilities			2	1	2	1
No Need/No	6	6	2	1	8	3
Training	20	20	38	24	58	22
Certified Courses			2	1	2	1
New Techniques			1	1	1	0
Govt. Should Provided Free Training During Job			1	1	1	0
Need More Trainings	1	1			1	0
Vocational Training			1	1	1	0
Free latest Trainings According job	3	3	4	2	7	3
Provide Training on New Machines	27	27	21	13	48	18
Provide More Facilities	1	1	2	1	3	1
Should Increase Salary	2	2	4	2	6	2
Govt. Should Provide Electricity			4	2	4	2
Not Required	1	1	1	1	2	1
Introduce Safety Measures			2	1	2	1
Provide Money with Training	12	12	14	9	26	10
Provide Good Material on Low Prices	3	3	5	3	8	3
Provide Training on job	2	2	6	4	8	3
New Polishing Techniques	3	3			3	1
Provide training with Good Institutes / New Methods	1	1	5	3	6	2
Technical Training by TEVTA	1	1			1	0
Cutting with Latest Machines	1	1			1	0
Don't know	17	17	46	29	63	24
Total	100	100	160	100	260	100

**Are you aware of the PSDF Programme?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	1	1			1	0
No	99	99	160	100	259	100
Total	100	100	160	100	260	100

**Are you aware of the role of PSDF in trainings?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No	1	1			1	0
Not applicable	99	99	160	100	259	100
Total	100	100	160	100	260	100

**Do you have any previous experience working with PSDF?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No	1	1			1	0
Not applicable	99	99	160	100	259	100
Total	100	100	160	100	260	100



What areas should be focused upon to strengthen the quality/ effectiveness of training provided by Training Service Providers?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Technical training provided by TSP	31	29	84	51	115	43
On job training	73	69	73	45	146	54
Other	2	2	7	4	9	3
Total	100	100	160	100	260	100

## DATA TABLES

### PSDF - SURGICAL BY FORMAL AND INFORMAL

istrict

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
lkot	121	100	162	100	283	100
al	121	100	162	100	283	100

cale

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
an	94	78	118	73	212	75
mi urban	19	16	39	24	58	20
ral	8	7	5	3	13	5
al	121	100	162	100	283	100

our unit registered with the Government?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
mal	121	100			121	100
ormal			162	100	162	100
al	121	100	162	100	283	100

our unit registered with any other body?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
s	110	91	3	2	113	40
	11	9	159	98	170	60
al	121	100	162	100	283	100

it Size

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
y small (1-9)	7	6	153	94	160	57
all (10-29)	55	45	7	4	62	22
dium (30-100)	43	36	1	1	44	16
ge (100+)	16	13	1	1	17	6
al	121	100	162	100	283	100

w long has your unit been operational?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
y years	9	8	12	7	21	7
y years	5	4	23	14	28	10
14 years	13	11	43	27	56	20
19 years	8	7	24	15	32	11
24 years	31	26	26	16	57	20
years & above	54	45	34	21	88	31
al	120	100	162	100	282	100

hich sub-sector does your unit belong to?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
ntal instruments	55	28	48	22	103	25
dical & surgical instruments	107	54	149	70	256	62
hopedic instruments	32	16	17	8	49	12
iers	6	3			6	1
al	121	100	162	100	283	100



#### How would you categorize your unit?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Conventional	49	40	121	73	170	59
Mix of conventional and modern equipment/ techniques	73	59	43	26	116	40
Modern Unit	2	2	2	1	4	1
Total	121	100	162	100	283	100

#### Which activities are carried out at your unit?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Die making	15	3	12	6	27	4
Forging and shaping	16	3	31	16	47	7
Milling & Machining	30	6	33	17	63	9
Rough Shaping & Pre Inspection Setting	32	7	45	23	77	11
Heat Treatment & Material Testing	21	4	8	4	29	4
Polishing & Final Assembly	86	18	31	16	117	17
Cleaning	88	18	15	8	103	15
Marking	88	18	4	2	92	14
Packaging	92	19	3	2	95	14
Others	10	2	12	6	22	3
Total	121	100	162	100	283	100

#### Which products does your unit produce/process?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Diagnostics, Anesthesia and other instruments	68	7	94	8	162	8
Scalpels, knives and Scalpels handles	84	9	132	11	216	10
Scissors	109	12	149	13	258	12
Dissecting & Tissue Forceps	84	9	135	12	219	11
Sponge, Dressing and Tissue Grasping Forceps, Towel Clamps	68	7	128	11	196	9
Vessel Clamps, Bull Dog Clamps, Hemostatic Forceps	56	6	81	7	137	7
Ligature, Hysterectomy & Compression Forceps, Vaginal Clamps	45	5	12	1	57	3
Bone Holding Forceps, Bone Rongeur, Bone Cutting Forceps	48	5	19	2	67	3
Needle Holders, Suture Instruments	45	5	42	4	87	4
Probes, Pocket Instrument sets	35	4	33	3	68	3
Wound retractors	28	3	31	3	59	3
Self -Retaining Retractors	25	3	28	2	53	3
Abdominal Retractors	21	2	2	0	23	1
Abdominal Surgery Intestinal and rectal Instruments	21	2	1	0	22	1
Gall Bladder, Liver and Spleen Instruments	23	2	45	4	68	3
Genitourinary Instruments and Trocars	21	2	62	5	83	4
Vaginal specula and uterine dilators	16	2	13	1	29	1
Uterine probes, uterine dressing Polypus and ovum forceps	18	2	54	5	72	3
Biopsy Instruments and Curettes	16	2	30	3	46	2
Obstetrics and tracheotomy	14	2	21	2	35	2
Cardiovascular and Tracheotomy	15	2	16	1	31	1
Bone Punches, Rongeur	18	2	5	0	23	1
Elevator/Bone Lever/Rasparatories/Bone Files/Bone Curettes	13	1	12	1	25	1
Mallets, Chisels and Gouges	13	1	3	0	16	1
Plaster Instruments	17	2	4	0	21	1
Suction Instruments	1	0	5	0	6	0
Total	119	100	162	100	281	100

#### Are you an exporter?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	106	88	4	2	110	39
No	15	12	158	98	173	61
Total	121	100	162	100	283	100

#### If yes, to which country are you exporting your product(s)?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Europe	51	23	2	1	53	14
USA	37	17	2	1	39	10
Germany	27	12			27	7
Burma	4	2			4	1
UK	18	8	1	1	19	5
India	4	2			4	1
World			1	1	1	0
Canada	6	3			6	2
Japan	8	4			8	2
Australia	2	1			2	1
Asia	3	1			3	1
Italy	5	2			5	1
China	3	1			3	1
Brazil	2	1			2	1
Thailand	2	1			2	1
Middle East	4	2	1	1	5	1
Lebanon	1	0			1	0
Dubai	2	1			2	1
Singapore	1	0			1	0
Australia	2	1			2	1
Korea	2	1			2	1
France	2	1			2	1
Taiwan	1	0			1	0
Turkey	2	1			2	1
Saudi Arabia	2	1			2	1
UAE	3	1	1	1	4	1
All over the World	2	1			2	1
Spain	2	1			2	1
Holland	2	1			2	1
America	1	0			1	0
South Asia	1	0			1	0
Malaysia	1	0			1	0
Russia	1	0			1	0
Not applicable	15	7	158	95	173	45
Total	121	100	162	100	283	100



**If yes, which products you are exporting?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Diagnostics, Anesthesia and other instruments	58	7	2	1	60	6
Scalpels, knives and Scalpels handles	76	9	4	2	80	8
Scissors	101	12	4	2	105	10
Dissecting & Tissue Forceps	72	9	4	2	76	7
Sponge, Dressing and Tissue Grasping Forceps, Towel Clamps	67	8	3	2	70	7
Vessel Clamps, Bull Dog Clamps, Hemostatic Forceps	45	5	3	2	48	5
Ligature, Hysterectomy & Compression Forceps, Vaginal Clamps	38	5	3	2	41	4
Bone Holding Forceps, Bone Rongeur, Bone Cutting Forceps	42	5	3	2	45	4
Needle Holders, Suture Instruments	38	5	1	1	39	4
Probes, Pocket Instrument sets.	30	4	1	1	31	3
Wound retractors	26	3	1	1	27	3
Self -Retaining Retractors	22	3	1	1	23	2
Abdominal Retractors	19	2	1	1	20	2
Abdominal Surgery Intestinal and rectal Instruments	18	2	1	1	19	2
Gall Bladder, Liver and Spleen Instruments	20	2	1	1	21	2
Genitourinary Instruments and Trocars	19	2	1	1	20	2
Vaginal specula and uterine dilators	16	2	1	1	17	2
Uterine probes, uterine dressing Polypus and ovum forceps	14	2	1	1	15	1
Biopsy Instruments and Curettes	15	2	1	1	16	2
Obstetrics and tracheotomy	12	1	1	1	13	1
Cardiovascular and Tracheotomy	14	2			14	1
Bone Punches, Rongeur	17	2	1	1	18	2
Elevators/Bone Levers/Rasparatories/Bone Files/Bone Curettes	13	2			13	1
Mallets, Chisels and Gouges	14	2			14	1
Plaster Instruments	17	2	1	1	18	2
Suction Instruments	3	0			3	0
Not applicable	15	2	158	80	173	17
Total	121	100	162	100	283	100

**Gender**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Male	118	98	162	100	280	99
Female	3	2			3	1
Total	121	100	162	100	283	100

**Highest education level completed**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No education/illiterate	4	3	55	34	59	21
Primary	4	3	26	16	30	11
Middle	5	4	34	21	39	14
Secondary / Matric	29	24	31	19	60	21
High	18	15	8	5	26	9
Bachelors	40	33	7	4	47	17
Masters	21	17	1	1	22	8
Total	121	100	162	100	283	100

**Did you attend any technical and vocational education and training course?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes - formal training	6	5	1	1	7	2
Yes - informal training	4	3			4	1
No	111	92	161	99	272	96
Total	121	100	162	100	283	100

**How long have you been working in this sector?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-4 years	15	12	9	6	24	8
5-9 years	22	18	25	15	47	17
10-14 years	18	15	48	30	66	23
15-19 years	14	12	24	15	38	13
20-24 years	20	17	23	14	43	15
25 years & above	32	26	33	20	65	23
Total	121	100	162	100	283	100

**Are you the owner of this unit?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	70	58	130	80	200	71
No	51	42	32	20	83	29
Total	121	100	162	100	283	100

**Which of the occupations currently in high demand?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Copy Milling Machine Operator	3	2	15	8	18	5
Spark Erosion machine Operator	1	1			1	0
Vertical Machining Center Operator	1	1	2	1	3	1
Hammer man &Pressman	1	1	20	11	21	6
Shot Blasting Machine Operator	3	2	11	6	14	4
Machinist (Milling and Lathe)			15	8	15	4
Filer	9	5	22	12	31	8
Grinder	6	3	18	10	24	6
Sand Blasting Machine Operator			2	1	2	1
Polishers	69	36	28	15	97	26
Electrolytic polisher	8	4			8	2
Chemist	2	1			2	1
Ultrasonic Cleaning Machine Operators	11	6	9	5	20	5
Laser Marking Machine Operator	5	3			5	1
Powder Coating Man	2	1	1	1	3	1
Packing machine operator	16	8	2	1	18	5
Mechanical Engineer /diploma holder	8	4	1	1	9	2
Die Maker	2	1	9	5	11	3
Mistry	1	1	1	1	2	1
Temper man	2	1	1	1	3	1
Acid Pickler	4	2	6	3	10	3
Rivet Man	5	3	5	3	10	3
Plant/machine operator	4	2	2	1	6	2
Passivation man	1	1			1	0
Supervisor	8	4	3	2	11	3
Cleaning person	6	3	1	1	7	2
Marking man	2	1			2	1
Packing man	4	2			4	1
O &M of Vacuum Furnaces and Conveyor Belt Fumaces			2	1	2	1
Others			1	1	1	0
Refuse to answer	6	3	8	4	14	4
Total	190	100	185	100	375	100



**Additional No. needed**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-5	168	88	84	45	252	67
6-10	10	5			10	3
11-20	3	2			3	1
Refuse to answer	9	5	101	55	110	29
Total	190	100	185	100	375	100

**Which of the occupations in the future in high demand?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Copy Milling Machine Operator	2	1	14	8	16	5
Vertical Machining Center Operator			1	1	1	0
Hammer man & Pressman	1	1	20	12	21	7
Shot Blasting Machine Operator	2	1	4	2	6	2
Machinist (Milling and Lathe)			13	8	13	4
Filer	6	4	20	12	26	8
Grinder	1	1	17	10	18	6
Sand Blasting Machine Operator	1	1			1	0
Polishers	69	46	27	16	96	30
Electrolytic polisher	6	4			6	2
Chemist	2	1			2	1
Ultrasonic Cleaning Machine Operators	9	6	9	5	18	6
Powder Coating Man	2	1			2	1
Packing machine operator	10	7	2	1	12	4
Mechanical Engineer /diploma holder	7	5	1	1	8	3
Die Maker	2	1	9	5	11	3
Mistry	2	1	1	1	3	1
Temper man	2	1	1	1	3	1
Acid Pickler	4	3	6	4	10	3
Rivet Man	2	1	1	1	3	1
Plant/machine operator	2	1			2	1
Supervisor	2	1	1	1	3	1
Cleaning person	6	4	1	1	7	2
Marking man	1	1			1	0
Packing man	3	2			3	1
Others			1	1	1	0
Refuse to answer	6	4	17	10	23	7
Total	150	100	166	100	316	100

**Additional No. needed**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-5	99	66	113	68	212	67
6-10	23	15	4	2	27	9
11-20	17	11			17	5
21-30	3	2	3	2	6	2
30+	1	1			1	0
Refuse to answer	7	5	46	28	53	17
Total	150	100	166	100	316	100

**How many MALE employees does your unit have in total?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-10	4	3	157	97	161	57
11-20	32	26	3	2	35	12
21-30	31	26			31	11
61-40	20	17	1	1	21	7
41-50	12	10	1	1	13	5
51-100	13	11			13	5
101-150	3	2			3	1
151-200	3	2			3	1
201-300	2	2			2	1
300+	1	1			1	0
Total	121	100	162	100	283	100

**How many FEMALE employees does your unit have in total?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
0	94	79	158	99	252	91
1-10	18	15	1	1	19	7
11-20	3	3			3	1
21-30	1	1			1	0
41-50	1	1			1	0
51-100	1	1			1	0
101-150	1	1			1	0
Total	119	100	159	100	278	100

**How many TOTAL employees does your unit have in total?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-10	3	2	157	97	160	57
11-20	32	26	3	2	35	12
21-30	29	24			29	10
61-40	23	19	1	1	24	8
41-50	12	10	1	1	13	5
51-100	9	7			9	3
101-150	7	6			7	2
151-200	1	1			1	0
201-300	3	2			3	1
300+	2	2			2	1
Total	121	100	162	100	283	100

**What is the employment status of these employees? - Permanent**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
0	3	2	32	20	35	12
1-10	75	62	126	79	201	72
11-20	21	17	1	1	22	8
21-30	10	8	1	1	11	4
61-40	1	1			1	0
41-50	1	1			1	0
51-100	7	6			7	2
101-150	1	1			1	0
151-200	1	1			1	0
300+	1	1			1	0
Total	121	100	160	100	281	100



**What is the employment status of these employees? - Temporary**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
0	9	7	9	6	18	6
1-10	25	21	149	92	174	61
11-20	32	26	3	2	35	12
21-30	27	22	1	1	28	10
61-40	12	10			12	4
41-50	5	4			5	2
51-100	6	5			6	2
101-150	2	2			2	1
151-200	1	1			1	0
201-300	2	2			2	1
Total	121	100	162	100	283	100

**What is the employment status of these employees? - Both Permanent and Temporary**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-10	3	2	157	97	160	57
11-20	32	26	3	2	35	12
21-30	29	24			29	10
61-40	23	19	1	1	24	8
41-50	12	10	1	1	13	5
51-100	9	7			9	3
101-150	7	6			7	2
151-200	1	1			1	0
201-300	3	2			3	1
300+	2	2			2	1
Total	121	100	162	100	283	100

**What is the average salary paid to your employees? - Middle Management Level**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Up to 10,000	1	1	1	3	2	1
10,001-20,000	92	86	36	92	128	88
20,001-30,000	13	12	2	5	15	10
30,001-40,000	1	1			1	1
Total	107	100	39	100	146	100

**What is the average salary paid to your employees? - Worl Level**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Up to 10,000	49	43	68	43	117	43
10,001-20,000	66	57	92	58	158	57
Total	115	100	160	100	275	100

**How often are workers paid?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Daily	1	1			1	0
Weekly	4	3	14	9	18	6
Monthly	116	96	145	90	261	92
Other			3	2	3	1
Total	121	100	162	100	283	100

**What determines the number of employees you hire?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Workload	116	84	155	85	271	85
To oblige relative/friends	14	10	21	12	35	11
To train new HR	7	5	6	3	13	4
Other	1	1			1	0
Total	121	100	162	100	283	100

**What is the staff turnaround situation?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Very high	12	10	27	17	39	14
High	17	14	36	22	53	19
Medium	77	64	92	57	169	60
Low	15	12	7	4	22	8
Total	121	100	162	100	283	100

**Compared to 12 months ago, has the number of people in this organization changed?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Increased	13	11	10	6	23	8
Remained the same	82	68	99	61	181	64
Decreased	23	19	47	29	70	25
Do not know	3	2	6	4	9	3
Total	121	100	162	100	283	100

**Why retention issue?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Excessive workload	1	1			1	0
Low salary	5	4	9	5	14	5
Higher paying opportunities elsewhere	6	5	5	3	11	4
OAttitude of worker	3	2	2	1	5	2
Other	1	1			1	0
Not applicable	108	87	150	90	258	89
Total	121	100	162	100	283	100

**Are any of your current employees related to you?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	109	90	72	44	181	64
No	12	10	90	56	102	36
Total	121	100	162	100	283	100

**If Yes, how many**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-4	89	74	72	44	161	57
5-9	13	11			13	5
10-14	5	4			5	2
20-24	2	2			2	1
Not applicable	12	10	90	56	102	36
Total	121	100	162	100	283	100



**Where do most of your workers originate from?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Same village/town	73	60	120	74	193	68
Nearby village/town	31	26	31	19	62	22
Another part of the district	16	13	10	6	26	9
Another district	1	1	1	1	2	1
Total	121	100	162	100	283	100

**How do you recruit workers?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Referred through family	11	9	11	7	22	8
Referred through friends	26	21	43	27	69	24
Advertisement	11	9			11	4
Walk-in	70	58	107	66	177	63
Other	3	2	1	1	4	1
Total	121	100	162	100	283	100

**What is the recruitment/hiring process?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No recruitment process	24	16	78	34	102	27
Informal interview (discussion) with candidate	80	55	128	56	208	55
Formal interview with candidate	19	13	3	1	22	6
Application Form	5	3			5	1
Testing of skills prior to selection	16	11	21	9	37	10
Other	2	1			2	1
Total	120	100	159	100	279	100

**Is any prior experience required for employment? - Middle Management Level**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
0			2	1	2	1
1-2 years	66	55	16	10	82	29
3-4 years	11	9	4	2	15	5
5+ years	7	6	3	2	10	4
Not applicable	37	31	137	85	174	61
Total	121	100	162	100	283	100

**Is any prior experience required for employment? - Worker Level**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
0	3	2	1	1	4	1
1-2 years	47	39	62	38	109	39
3-4 years	5	4	5	3	10	4
5+ years	1	1			1	0
Not applicable	65	54	94	58	159	56
Total	121	100	162	100	283	100

**Is any prior certification required for employment?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Technical and Vocational Training Authority (TEVTA)	3	2	1	1	4	1
Punjab Vocational Training Council (PVTC)	2	2			2	1
Private Institute	1	1			1	0
Previous employer certification / letter	4	3	1	1	5	2
None	111	92	160	99	271	96
Total	121	100	162	100	283	100

**Is any written contract/agreement provided to your employees?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	9	7	2	1	11	4
No	112	93	160	99	272	96
Total	121	100	162	100	283	100

**At which level would you hire female employees?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Upper management level	2	2			2	1
Middle management level	12	10			12	4
Worker level	16	13			16	6
Do not/would not hire females	89	74	160	99	249	88
Refuse to answer	2	2	2	1	4	1
Total	121	100	162	100	283	100

**For which occupations?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Accounts	2	2			2	1
Admin	1	1			1	0
Receptionist	2	2			2	1
Packing	17	14			17	6
Export Deptt	2	2			2	1
Telephone/Computer Operator	4	3			4	1
Management	2	2			2	1
Not applicable	91	75	162	100	253	89
Total	121	100	162	100	283	100

**What are the associated skills with this type of occupation for females?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Educated	5	4			5	2
Cleanliness	3	2			3	1
Correspondent/Documentation	2	2			2	1
Active	5	4			5	2
Packing Techniques	9	7			9	3
Management Skills	3	2			3	1
Safety	3	2			3	1
Not applicable	91	75	162	100	253	89
Total	121	100	162	100	283	100



**Which additional skills/qualities do you look for in your candidates during recruitment?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Computer skills	7	4	1	1	8	2
Communication skills	9	5			9	3
Numeracy	7	4	2	1	9	3
Safety knowledge	25	15	15	9	40	12
Team work	96	56	144	83	240	70
Individual Hygiene	25	15	6	3	31	9
Others	1	1			1	0
No additional skills			6	3	6	2
Total	119	100	162	100	281	100

**Do you hire directly from Training Service Providers (TSPs)?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	4	3			4	1
No	117	97	162	100	279	99
Total	121	100	162	100	283	100

**Does your existing workforce sufficiently fulfill the skillset you require?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
To a small extent	1	1	5	3	6	2
To some extent	75	62	56	35	131	46
To a large extent	45	37	101	62	146	52
Total	121	100	162	100	283	100

**If there are gaps, which skills are lagging? - Occupation**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Polisher	28	22	15	9	43	15
Laser Making	1	1	1	1	2	1
Machine Operator	7	5	12	7	19	7
Worker	33	26	15	9	48	17
Grinder	1	1	5	3	6	2
Filler	1	1	1	1	2	1
Mechanic	2	2			2	1
Rivertman	3	2			3	1
Packing	1	1			1	0
Jaws Serssion	1	1	1	1	2	1
Hammar Man	1	1	1	1	2	1
Filler	1	1	2	1	3	1
Fitting	1	1			1	0
Pressman			4	2	4	1
Cleaning Instruments			2	1	2	1
Acid Pickler			2	1	2	1
Die Making			2	1	2	1
Not applicable	47	37	99	61	146	50
Total	121	100	162	100	283	100

**If there are gaps, which skills are lagging? - Skill Gap**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Experience	33	26	12	7	45	15
Team Work	13	10	2	1	15	5
Maintenance of Machine	1	1	8	5	9	3
Safety Knowledge	18	14	10	6	28	10
New Technologies	2	2			2	1
Skill Enhanced	2	2	1	1	3	1
Lack of Interest	1	1	1	1	2	1
Vocational Training	6	5	2	1	8	3
Thickness Control			5	3	5	2
Quality Issuance			1	1	1	0
Sheet Feeding/Cutting			7	4	7	2
Polishing	1	1	2	1	3	1
Grinding			2	1	2	1
Installing of Tools	1	1			1	0
Technical Training	1	1			1	0
Material Feeding			2	1	2	1
Cleaning Instruments			4	2	4	1
Temperature Control			2	1	2	1
Gauge Measurement			1	1	1	0
Not applicable	50	39	100	62	150	52
Total	121	100	162	100	283	100

**What percentage/proportion of your staff do you consider fully proficient at their jobs?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
All of them (100%)	34	28	101	62	135	48
Most of them (75%)	68	56	55	34	123	43
Half/some of them (50%)	18	15	4	2	22	8
A few of them (25%)	1	1			1	0
None			2	1	2	1
Total	121	100	162	100	283	100

**Which type of skills are being imparted by your unit to your employees?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Technical skills specific to trade	47	39	33	20	80	28
Management/supervisory skills	3	2			3	1
Administrative skills	1	1			1	0
Other			5	3	5	2
None	70	58	124	77	194	69
Total	121	100	162	100	283	100

**If skills are being imparted, how does this take place?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Working alongside/observing trainer or manager	27	17	9	5	36	11
Working alongside/ observing other employees	32	21	32	18	64	19
Independent work	26	17	16	9	42	12
Classroom-based training/demonstration at workplace	1	1			1	0
Not applicable	70	45	124	69	194	58
Total	121	100	162	100	283	100



**Do you work with other businesses/ external trainers to train your employees?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes - sometimes	3	2			3	1
No	118	98	162	100	280	99
Total	121	100	162	100	283	100

**How effective has this course been in developing the skills/ knowledge of your workers?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Effective	2	2			2	1
Very effective	1	1			1	0
Not applicable	118	98	162	100	280	99
Total	121	100	162	100	283	100

**How would you rate the service provided by the TSP?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Good	3	2			3	1
Not applicable	118	98	162	100	280	99
Total	121	100	162	100	283	100

**Is your industry or business association involved in training in any way?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	2	2			2	1
No	119	98	162	100	281	99
Total	121	100	162	100	283	100

**Do you receive information from TSPs regarding upcoming training programmes?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Sometimes	3	2			3	1
Rarely	15	12	4	2	19	7
No	103	85	158	98	261	92
Total	121	100	162	100	283	100

**Do you require support in training your employees?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	82	68	59	36	141	50
No	39	32	103	64	142	50
Total	121	100	162	100	283	100

**If yes, what type of assistance do you need? - Occupation**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Machine Operator	8	6	17	10	25	9
Grinding	3	2	3	2	6	2
Polisher	31	24	12	7	43	15
Worker	33	25	12	7	45	15
Filler	4	3	3	2	7	2
Packing Machine Operator	5	4			5	2
Mechanic	2	2	1	1	3	1
Foreman	1	1			1	0
Engineer	2	2			2	1
Cleaning Instruments	1	1	3	2	4	1
Die Maker	1	1	5	3	6	2
Acid Pickler	1	1	2	1	3	1
Pressman			1	1	1	0
Not applicable	39	30	103	64	142	48
Total	121	100	162	100	283	100

**If yes, what type of assistance do you need? - Skill Needed**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Experience	31	24	10	6	41	14
Shape of Tools	1	1	2	1	3	1
Need Polisher	3	2	1	1	4	1
Vocational Training	17	13	3	2	20	7
Team Work	11	8	2	1	13	4
Safety Knowledge	13	10	7	4	20	7
Cleanliness	1	1	4	2	5	2
Machine Using incompetency	1	1	1	1	2	1
Research			2	1	2	1
New Techniques	2	2	2	1	4	1
All Skills	1	1			1	0
Packing techniques	1	1			1	0
Thickness Control	1	1	3	2	4	1
Sheet Feeding/Cutting			6	4	6	2
Machine Maintenance			8	5	8	3
Polishing			2	1	2	1
Grinding			2	1	2	1
Technical Training	1	1			1	0
Temperature Control			2	1	2	1
Refuse to answer	8	6	2	1	10	3
Not applicable	39	30	103	64	142	48
Total	121	100	162	100	283	100

**For the purpose of training your employees, which source of training service provider (TSP) would you prefer?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Government TEVT institution	74	61	91	56	165	58
Other Government TSP	13	11	10	6	23	8
Private Institute /provider	6	5	3	2	9	3
Others	7	6	2	1	9	3
Not applicable	21	17	56	35	77	27
Total	121	100	162	100	283	100



**Have you ever used any Standard Operating Procedures manual to mentor/train your employees?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	5	4			5	2
No	116	96	162	100	278	98
Total	121	100	162	100	283	100

**If yes, how useful was this manual?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Very helpful	3	2			3	1
Somewhat helpful	2	2			2	1
Not applicable	116	96	162	100	278	98
Total	121	100	162	100	283	100

**If no, how useful would such a manual be for you?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Very helpful	1	1			1	0
Somewhat helpful	4	3			4	1
Not applicable	116	96	162	100	278	98
Total	121	100	162	100	283	100

**How do you monitor your employees performance?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
On the job performance (observation)	76	63	129	80	205	72
Periodic tests	2	2	1	1	3	1
Output of products	43	36	32	20	75	27
Total	121	100	162	100	283	100

**Is your business currently providing on the job training to employees?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	6	5	3	2	9	3
No	115	95	159	98	274	97
Total	121	100	162	100	283	100

**If yes, for how many employees? - Manager**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-4	2	2	1	1	3	1
5-9	2	2	1	1	3	1
10-14	2	2	1	1	3	1
Not applicable	115	95	159	98	274	97
Total	121	100	162	100	283	100

**If yes, for how many employees? - Worker**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
0	2	2	1	1	3	1
1-4	1	1	2	1	3	1
10-14	1	1			1	0
25+	2	2			2	1
Not applicable	115	95	159	98	274	97
Total	121	100	162	100	283	100

**If yes, for which skill(s)?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Work related	2	2	2	1	4	1
Refuse to answer	4	3	1	1	5	2
Not applicable	115	95	159	98	274	97
Total	121	100	162	100	283	100

**Has your business provided on the job training to your employees in the past?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	13	11	11	7	24	8
No	108	89	151	93	259	92
Total	121	100	162	100	283	100

**Does your business have the capacity to take apprentices on board?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	82	68	61	38	143	51
No	39	32	101	62	140	49
Total	121	100	162	100	283	100

**If yes, how many apprentices can you take on board?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-4	25	21	58	36	83	29
5-9	23	19	3	2	26	9
10-14	21	17			21	7
15-19	3	2			3	1
20-24	7	6			7	2
25+	3	2			3	1
Not applicable	39	32	101	62	140	49
Total	121	100	162	100	283	100

**Any other comments regarding employee skills?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
On Job Training	28	23	19	12	47	17
Training through Technical Institute	14	12	51	31	65	23
Training	18	15	16	10	34	12
Safety Courses	1	1			1	0
Need Human Resource	1	1			1	0
Create Awareness	1	1			1	0
International Level Training	2	2			2	1
Govt. should Provide Facilities	1	1	2	1	3	1
Vocational Training	5	4	5	3	10	4
Refuse to answer	50	41	69	43	119	42
Total	121	100	162	100	283	100

**Are you aware of the PSDF Programme?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	2	2			2	1
No	119	98	162	100	281	99
Total	121	100	162	100	283	100



**Are you aware of the role of PSDF in trainings?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No	2	2			2	1
Not applicable	119	98	162	100	281	99
Total	121	100	162	100	283	100

**Do you have any previous experience working with PSDF?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No	2	2			2	1
Not applicable	119	98	162	100	281	99
Total	121	100	162	100	283	100

**What areas should be focused upon to strengthen the quality/ effectiveness of training?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Technical training provided by TSP	44	36	17	10	61	22
On Job training	73	60	145	90	218	77
Revision of curricula	4	3			4	1
Total	121	100	162	100	283	100

## DATA TABLES

### EMPLOYEE - SURGICAL

**District**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Sialkot	242	100	324	100	566	100
Total	242	100	324	100	566	100

**Sector**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Surgical Instruments Manufacturing	242	100	324	100	566	100
Total	242	100	324	100	566	100

**Firm size**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Very small (1-9)	26	11	302	93	328	58
Small (10-29)	102	42	14	4	116	20
Medium (30-100)	87	36	6	2	93	16
Large (100+)	27	11	2	1	29	5
Total	242	100	324	100	566	100

**Gender**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Male	242	100	324	100	566	100
Total	242	100	324	100	566	100

**Highest Education Level Completed**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No education/illiterate	46	19	216	67	262	46
Primary	85	35	54	17	139	25
Middle	49	20	35	11	84	15
High	37	15	16	5	53	9
Bachelors	22	9	2	1	24	4
Masters	3	1	1	0	4	1
Total	242	100	324	100	566	100

**Did you attend any technical and vocational education and training course prior to this job?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes - formal training	10	4	1	0	11	2
Yes - informal training	16	7	11	3	27	5
No	216	89	312	96	528	93
Total	242	100	324	100	566	100



Job title	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Forman	13	5	1	0	14	2
Machine Operator / Machine Man	8	3	29	8	37	6
Designing Job	1	0			1	0
Polisher / Polish Man	26	11	49	14	75	13
Packer	34	14	4	1	38	6
Supervisor/ Area Supervisor/ Manager	13	5	1	0	14	2
Accountant	6	2	1	0	7	1
Setting	1	0			1	0
Packing Manager	1	0			1	0
Laser Marker	2	1			2	0
Worker/Maker	60	24	139	40	199	33
Inspection/ Inspector	1	0	1	0	2	0
Checker/Checking	1	0	1	0	2	0
Production Supervisor	2	1			2	0
Packing Incharge / Packing Supervisor	2	1			2	0
Final Finishing	1	0			1	0
Production Manager/ purchaser	10	4	1	0	11	2
Quality Checker /Supervisor	2	1	2	1	4	1
Checker	4	2	1	0	5	1
Labour	5	2			5	1
Helper/ Assistant	2	1			2	0
Masson	3	1	13	4	16	3
Filler	1	0	9	3	10	2
Nail Cutter Machine Operator	2	1			2	0
Fitting Master	1	0			1	0
Purchase Manager	1	0			1	0
Quality Controller	3	1			3	1
Cleaner	3	1	6	2	9	2
Fitter/Die Fitter	1	0	14	4	15	3
Production Worker	3	1			3	1
Expert Manager	1	0			1	0
Fitting Riveting	1	0			1	0
Manufacturing	1	0			1	0
Worker Fitter	1	0			1	0
Production Checker	1	0			1	0
Production Incharge	1	0			1	0
Quality Assurance Officer/Manager	2	1			2	0
Assistance Quality Assurance Manager	2	1			2	0
Chief Accountant	1	0			1	0
Production Clerk	1	0	1	0	2	0
Lathe Worker	1	0			1	0
Director Q.A			1	0	1	0
Inspector Packer	1	0			1	0
Cutter Man/Cutting	1	0	1	0	2	0
Die Maker	1	0	16	5	17	3
Grinding	1	0	18	5	19	3
Handel Maker			1	0	1	0
Annealing			8	2	8	1
Forging			3	1	3	1
Shaping			2	1	2	0
Milling / Miller			2	1	2	0
Heat / Temperature Controller			5	1	5	1
Hammer Man			1	0	1	0
HR Manager / Manager	1	0	1	0	2	0

Assistant Accounts	1	0			1	0
Acid Picker			4	1	4	1
Riveting			3	1	3	1
Office Work			1	0	1	0
Trimer	2	1			2	0
Refuse to answer	13	5	11	3	24	4
Total	242	100	324	100	566	100

#### How did you find out about this job/position?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Referred by family	24	10	24	7	48	8
Referred by friends	48	20	69	21	117	21
Advertisement	12	5			12	2
Walk-in	157	65	230	71	387	68
Other	1	0	1	0	2	0
Total	242	100	324	100	566	100

#### How were you selected? Was there a recruitment process?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No recruitment process	144	56	208	56	352	56
Informal interview (discussion) with employer	48	19	144	39	192	31
Formal interview with employer	20	8	10	3	30	5
Filled out an Application Form	32	13	4	1	36	6
Testing of skills prior to selection	11	4	5	1	16	3
Total	242	100	324	100	566	100

#### How difficult was it to obtain this job?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Not difficult at all	212	88	320	99	532	94
Rigorous selection criteria	23	10	4	1	27	5
High level of competition	7	3			7	1
Total	242	100	324	100	566	100

#### Was any prior experience required for this job?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Prior experience	165	68	159	49	324	57
None	77	32	165	51	242	43
Total	242	100	324	100	566	100

#### If yes, how many years?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-2 years	90	37	109	34	199	35
3-4 years	53	22	36	11	89	16
5+ years	22	9	14	4	36	6
Not applicable	77	32	165	51	242	43
Total	242	100	324	100	566	100

#### Was any prior certification required for this job?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
TEVT certification	2	1	3	1	5	1
Previous employer certification / letter	7	3	2	1	9	2
Other	1	0	1	0	2	0



None	232	96	319	98	551	97
Total	242	100	324	100	566	100

Total	242	100	324	100	566	100
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**Are you related to the manager / employer or other workers in this enterprise?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No relation to anyone	197	81	273	84	470	83
Related to employr only	19	8	33	10	52	9
Related to other employees only	25	10	18	6	43	8
related to employer and employees.	1	0			1	0
Total	242	100	324	100	566	100

**Was any written contract/agreement provided to you?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	3	1	1	0	4	1
No	239	99	323	100	562	99
Total	242	100	324	100	566	100

**If yes, how well did you understand the contents of the agreement?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Very well	3	1			3	1
Somewhat			1	0	1	0
Not applicable	239	99	323	100	562	99
Total	242	100	324	100	566	100

**When did you first start this job?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1-4 years before	98	40	175	54	273	48
5-9 years before	74	31	126	39	200	35
10-14 years before	36	15	11	3	47	8
15-19 years before	17	7	7	2	24	4
20-24 years before	5	2	3	1	8	1
25+ years before	9	4	2	1	11	2
Refuse to answer	3	1			3	1
Total	242	100	324	100	566	100

**How often are you paid?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Weekly	2	1	17	5	19	3
Monthly	240	99	299	92	539	95
Other			8	2	8	1
Total	242	100	324	100	566	100

**What is the salary or stipend amount?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Upto 5,000	4	2	9	3	13	2
5,001-10,000	50	21	130	40	180	32
10,001-15,000	116	48	166	51	282	50
15,001-20,000	58	24	13	4	71	13
20,001-30,000	11	5	1	0	12	2
30,001-40,000	2	1			2	0
40,001-50,000			1	0	1	0
Refuse to answer	1	0	4	1	5	1



**What other benefits do you receive?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
None	32	10	116	33	148	23
Food (meals)	46	15	39	11	85	13
Accommodation	3	1	2	1	5	1
Medical benefits	27	9	1	0	28	4
Insurance	7	2			7	1
Leave	191	62	193	55	384	58
Total	242	100	324	100	566	100

**How long have you been working at your current position?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
< a year	3	1	9	3	12	2
1-4 years	138	57	207	64	345	61
5-9 years	70	29	86	27	156	28
10-14 years	17	7	11	3	28	5
15-19 years	6	2	8	2	14	2
20-24 years	4	2	2	1	6	1
25+ years	4	2	1	0	5	1
Total	242	100	324	100	566	100

**How many hours per day do you work?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
6			1	0	1	0
7	2	1	1	0	3	1
8	151	62	202	62	353	62
9	86	36	111	34	197	35
10	3	1	9	3	12	2
Total	242	100	324	100	566	100

**How many days a week do you work?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
4			2	1	2	0
5			2	1	2	0
6	241	100	318	98	559	99
7	1	0	2	1	3	1
Total	242	100	324	100	566	100

**Have you been provided your job description?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes, verbally	179	74	246	76	425	75
Yes, in writing	10	4	2	1	12	2
No	53	22	76	23	129	23
Total	242	100	324	100	566	100

**What activities do you carry out during your job?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Forman	9	3	2	1	11	2
Machine Operator	13	5	45	12	58	9
Surgical Instruments	2	1	2	1	4	1
Designing	2	1			2	0
Polisher/Polishing	44	16	53	14	97	15
Packing	47	17	9	2	56	8
Supervise / Field Supervisor	11	4	3	1	14	2
Accounts Checking	4	1	1	0	5	1
Setting of Instruments	3	1			3	0
Laser Making	3	1			3	0
Helper	6	2			6	1
Checker/Checking	12	4	4	1	16	2
Machine Worker	1	0			1	0
Production Supervisor	4	1			4	1
Packing Incharge	1	0	1	0	2	0
Production	8	3			8	1
Finishing	3	1			3	0
Ratio	1	0			1	0
Quality Checker / Controlling Quality.	4	1	1	0	5	1
Removal of Burs	1	0			1	0
Mark	2	1			2	0
Nuts	1	0			1	0
Instruments Cleaning	2	1			2	0
Knowledge of Instruments	1	0			1	0
Worker	17	6	49	13	66	10
Production Manager/ Purchaser	3	1			3	0
Labour	3	1			3	0
Fitting	3	1	3	1	6	1
Alignments/Die Fitting	1	0			1	0
Cleaning	22	8	40	10	62	9
Working staff	1	0			1	0
Account Dealing	2	1			2	0
Balancing	2	1			2	0
Filling	1	0	27	7	28	4
Cutting / Cutting Man/ Sheet Cutting	3	1	12	3	15	2
Masson	2	1	1	0	3	0
Purchase Manager	1	0			1	0
Quality Controller	2	1			2	0
Management	4	1	1	0	5	1
Expert Manager	1	0			1	0
Machine Cleaning	1	0			1	0
Accountant	3	1	1	0	4	1
Production Work	2	1			2	0
Making/Parts Making	1	0			1	0
Production Incharge	1	0	1	0	2	0
Quality Assurance/Q.A	3	1			3	0
Components of Quality Management System	1	0			1	0
Production Clerk	1	0			1	0
Lathe	1	0			1	0
Quality Manager	1	0	1	0	2	0
Inspector /Inspection	1	0	1	0	2	0
Press Operator/ Pressing			1	0	1	0
Grinding			41	11	41	6
Die Making	2	1	8	2	10	2
Handel Making			1	0	1	0



Annealing			10	3	10	2
Rough Shaping / Shaping			4	1	4	1
Assistant	1	0			1	0
Forging			7	2	7	1
Maintenance			6	2	6	1
Repairing			6	2	6	1
Temperature Controlling			8	2	8	1
Material Removal			7	2	7	1
Material Feeding / New Material			8	2	8	1
Selection of Employees & Disbursing	1	0			1	0
New Material			7	2	7	1
Acid Picker			5	1	5	1
Riveting			5	1	5	1
Milling			1	0	1	0
Setting			2	1	2	0
Tempering			2	1	2	0
Outer and Ring Trimming	1	0	1	0	2	0
Sand Blasting	1	0	1	0	2	0
Total	242	100	324	100	566	100

**What skills are required to carry out the above-mentioned activities?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Inspection	4	2			4	1
Quality Checking /Checking	7	3	1	0	8	1
Length Thickness			1	0	1	0
Balancing			2	1	2	0
Instruments Cleaning	4	2			4	1
Polishing	38	14	49	14	87	14
Packing / Packing with New Technologies	25	10	4	1	29	5
Supervision	8	3	1	0	9	1
Accounts	7	3			7	1
Remove Defective Instruments	2	1			2	0
Setting Devices	1	0			1	0
Machine Controller	1	0			1	0
Packing Quality Control	3	1			3	0
Need More Accuracy	3	1	2	1	5	1
Knowledge of Instruments / Work	4	2	2	1	6	1
Machine Maintaining	1	0	1	0	2	0
Product Control	2	1			2	0
Quality Control	6	2	2	1	8	1
Check Material	1	0			1	0
Polish Tolls	4	2			4	1
Cleanness	20	8	26	7	46	8
Production Control	4	2	3	1	7	1
Product Finalization	1	0			1	0
Latest Machine Operating Training	3	1			3	0
Machine Operator	4	2	70	20	74	12
fixing	2	1			2	0
Finishing	1	0	1	0	2	0
Removal of Burrs	1	0			1	0
Knowledge of Instruments	3	1			3	0
Polish Labour	2	1			2	0
Packing Labour	1	0			1	0
Loader/Loading	4	2			4	1
Production Worker	1	0			1	0
Labour Worker	6	2	1	0	7	1
Worker/Maker	12	5	14	4	26	4

Alignments	1	0			1	0
Packing Staff	1	0			1	0
Product Knowledge	1	0			1	0
Product Cost	1	0			1	0
Laser Making Expert	2	1			2	0
Account Handling	1	0			1	0
Balancing	2	1			2	0
Mark / Cuts	1	0			1	0
Cutting / Cutting Expert / Sheet Cutting	3	1	9	3	12	2
Fitting / Training about Fitting	1	0			1	0
Purchase Manager	1	0			1	0
Quality Packing	2	1			2	0
Quality Checker			1	0	1	0
Management	5	2	1	0	6	1
Clerk Worker	1	0			1	0
Production Manager	2	1			2	0
Masson	1	0	1	0	2	0
Focus on Production	1	0			1	0
Checking	2	1	1	0	3	0
Machine Cleaning	3	1			3	0
Accounts Labour	1	0			1	0
Riveting	1	0			1	0
Forman Labour	1	0			1	0
Product Labour	1	0			1	0
Child Labour	2	1			2	0
Production Worker	1	0			1	0
Production Department	1	0			1	0
Checking Quality	2	1			2	0
Production	2	1			2	0
Documentation	1	0			1	0
Internal Auditing	1	0			1	0
International Standard Knowledge	1	0			1	0
Experience	5	2			5	1
Bill	1	0			1	0
Everything Which Related to production	1	0			1	0
Administrative Skills			1	0	1	0
Analyse	1	0			1	0
Polishing on Set Standard			1	0	1	0
Safety Measures	2	1			2	0
Grinding	1	0	31	9	32	5
Die Fitting Methods			1	0	1	0
knowledge about Work Etc.			1	0	1	0
Controller Grinding			7	2	7	1
Edge Length & Thickness Control			3	1	3	0
Filling			9	3	9	1
Annealing			10	3	10	2
Rough Shaping			2	1	2	0
Die Making	1	0	6	2	7	1
Forging Labour			1	0	1	0
Shaping			2	1	2	0
Milling			4	1	4	1
Maintenance			6	2	6	1
Repairing	1	0	7	2	8	1
Support Worker /Assistant /Helper	1	0	1	0	2	0
Inspector /Inspection			1	0	1	0
Temperature Control			7	2	7	1
Material Removal			7	2	7	1
New Material/ Material Feeding			14	4	14	2



Acid Picker			2	1	2	0
Milling			1	0	1	0
Setting			2	1	2	0
Office Work			1	0	1	0
Tempering			2	1	2	0
Outer and Ring Trimming	1	0			1	0
Sand Blasting	1	0			1	0
Don't know	14	5	25	7	39	6
Total	242	100	324	100	566	100

**Did you ever attend any training related to this job?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	6	2	1	0	7	1
No	236	98	323	100	559	99
Total	242	100	324	100	566	100

**What was the nature / content of the training?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Technical skills specific to trade	2	1			2	0
Management / supervisory skills	4	2	1	0	5	1
Not applicable	236	98	323	100	559	99
Total	242	100	324	100	566	100

**What was the name of the organization which provided this training?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
SCS PVT LTD	1	0	1	0	2	0
SGS	2	1			2	0
SGD	1	0			1	0
COBTECH	1	0			1	0
ON JOB TRAINING	1	0			1	0
Not applicable	236	98	323	100	559	99
Total	242	100	324	100	566	100

**Where did this training take place?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
HOTEL ONE			1	0	1	0
SITEC SIALKOT	1	0			1	0
JAVSON	2	1			2	0
SIALKOT	2	1			2	0
ON JOB TRAINING	1	0			1	0
Not applicable	236	98	323	100	559	99
Total	242	100	324	100	566	100

**What was the name of the training course which you undertook?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
INTERNAL AUDITOR			1	0	1	0
MANAGEMENT	5	2			5	1
QUALITY MANAGEMENT	1	0			1	0
Not applicable	236	98	323	100	559	99
Total	242	100	324	100	566	100

**When did this training take place?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1,990	1	0			1	0
1,996	1	0			1	0
2,009	1	0			1	0
2,011	1	0			1	0
2,014	2	1	1	0	3	1
Not applicable	236	98	323	100	559	99
Total	242	100	324	100	566	100

**What was the duration of this course in Days**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
1	2	1			2	0
3			1	0	1	0
6	2	1			2	0
48	1	0			1	0
365	1	0			1	0
Not applicable	236	98	323	100	559	99
Total	242	100	324	100	566	100

**How effective was the training in developing/improving your skills?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Very effective	6	2	1	0	7	1
Not applicable	236	98	323	100	559	99
Total	242	100	324	100	566	100

**How relevant was this training to your current job?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Highly relevant	5	2	1	0	6	1
Somewhat relevant	1	0			1	0
Not applicable	236	98	323	100	559	99
Total	242	100	324	100	566	100

**If you did not have a job during this training, how long did it take for you to find employment?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Within 1 month	2	1			2	0
Between 4-6 months	1	0			1	0
Not applicable, already had a job	3	1	1	0	4	1
Not applicable	236	98	323	100	559	99
Total	242	100	324	100	566	100

**Is any training provided at your current job? If yes, what is it focused on?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Technical skills specific to trade	79	31	45	14	124	21
Management/supervisory skills	17	7	3	1	20	3
Accounting skills	5	2			5	1
Administrative skills	14	6	1	0	15	3
Other skills	1	0	2	1	3	1
None	137	54	276	84	413	71
Total	242	100	324	100	566	100



**How is training provided?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Working alongside/observing manager or employer	71	23	21	6	92	14
Working alongside/observing other employees	53	17	38	10	91	14
Independent work	43	14	32	9	75	11
Classroom-based training/demonstration	1	0			1	0
Other	1	0			1	0
Not applicable	137	45	276	75	413	61
Total	242	100	324	100	566	100

**In your opinion, what has been the most useful method of training for you?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Working alongside/observing manager or employer	23	10	3	1	26	5
Working alongside/observing other employees	42	17	13	4	55	10
Independent work	40	17	32	10	72	13
Not applicable	137	57	276	85	413	73
Total	242	100	324	100	566	100

**Are external trainers called in for training purposes?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes, often	2	1			2	0
Yes, sometimes	11	5	2	1	13	2
No	92	38	46	14	138	24
Not applicable	137	57	276	85	413	73
Total	242	100	324	100	566	100

**How effective is the existing method of training in developing your skills?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Very effective	43	18	26	8	69	12
Somewhat effective	62	26	22	7	84	15
Not applicable	137	57	276	85	413	73
Total	242	100	324	100	566	100

**Do you feel you require further training for improved performance?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	170	70	248	77	418	74
No	72	30	76	23	148	26
Total	242	100	324	100	566	100

**To what extent do you think this job is helping you gain new skills?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
To a large extent	101	42	123	38	224	40
To some extent	130	54	192	59	322	57
Not at all	11	5	9	3	20	4
Total	242	100	324	100	566	100

**How supportive is your manager / employer in regard to helping you gain new skills?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Very supportive	65	27	150	46	215	38
Somewhat supportive	159	66	172	53	331	58
Not supportive at all	18	7	2	1	20	4
Total	242	100	324	100	566	100

**What can be done to further improve your skills?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Provide Facilities	3	1			3	1
No Need/No	6	2	7	2	13	2
Training	110	45	136	42	246	43
Impart New Skills	1	0	1	0	2	0
Certified Courses	8	3			8	1
New Techniques	2	1			2	0
Polishing Techniques	1	0			1	0
Quality Principles	1	0			1	0
Quality Control Courses	1	0			1	0
Govt. Should Provided Free Training During Job	8	3	15	5	23	4
Need More Trainings	4	2	2	1	6	1
Vocational Training	7	3			7	1
Free latest Trainings According job	2	1	1	0	3	1
Training & Workshops	1	0	1	0	2	0
Provide Training on New Machines	1	0	1	0	2	0
Provide Training on job	15	6	35	11	50	9
Provide training with Good Institutes / New Methods	2	1	17	5	19	3
Technical Training by TEVTA	11	5	26	8	37	7
Don't know	58	24	82	25	140	25
Total	242	100	324	100	566	100

**Are you aware of the PSDF Programme?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	2	1			2	0
No	240	99	324	100	564	100
Total	242	100	324	100	566	100

**Are you aware of the role of PSDF in trainings?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No	2	1			2	0
Not applicable	240	99	324	100	564	100
Total	242	100	324	100	566	100

**Do you have any previous experience working with PSDF?**

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
No	2	1			2	0
Not applicable	240	99	324	100	564	100
Total	242	100	324	100	566	100



What areas should be focused upon to strengthen the quality/ effectiveness of training provided by Training Service Providers?

	Formal		Informal		Total	
	No.	Percent	No.	Percent	No.	Percent
Technical training provided by TSP	80	33	69	21	149	26
On job training	155	64	256	79	411	72
revision of curriculum	7	3			7	1
Total	242	100	324	100	566	100



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