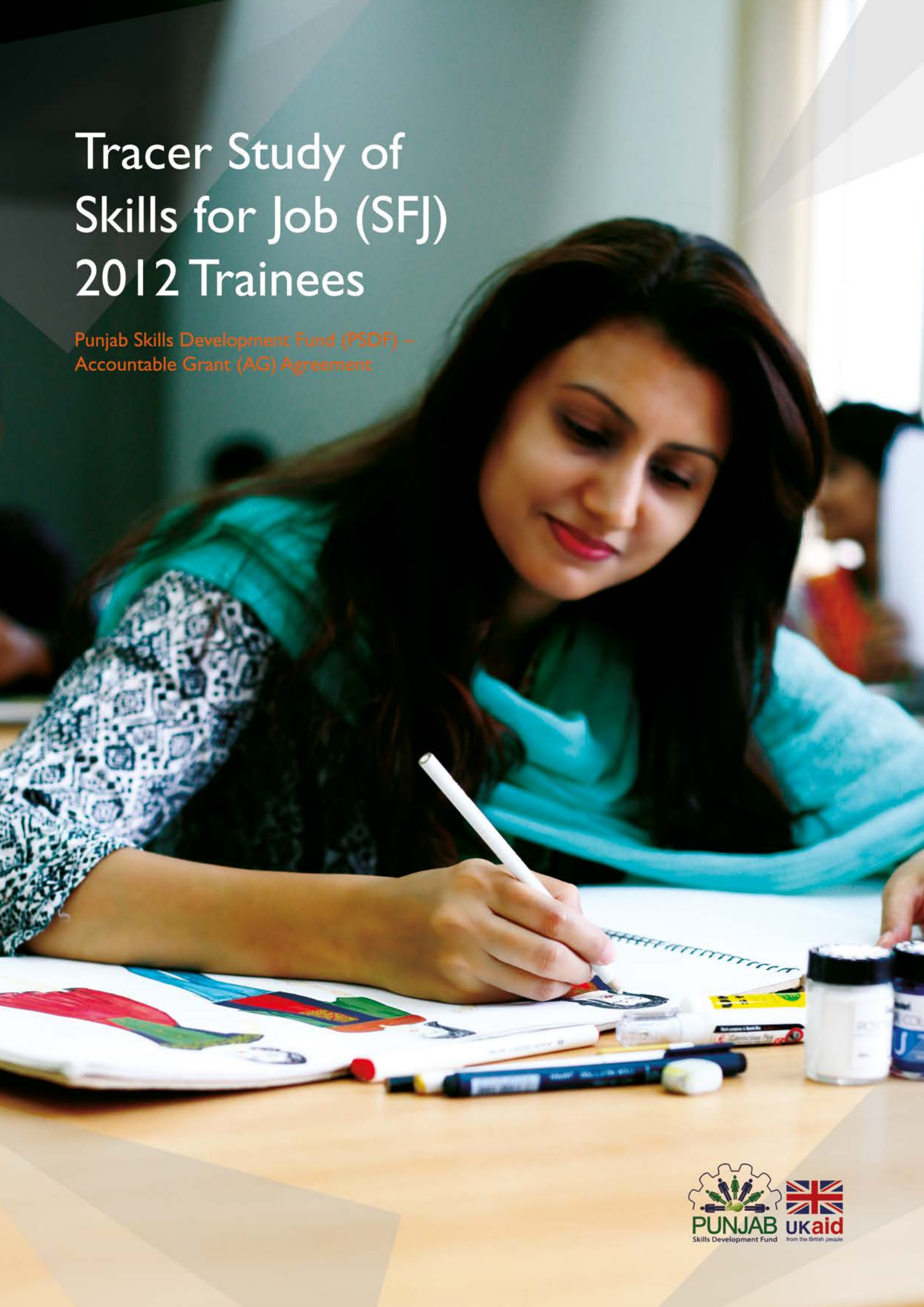
Tracer Study of Skills for Job (SFJ) 2012 Trainees

Punjab Skills Development Fund (PSDF) – Accountable Grant (AG) Agreement



PUNJAB Skills Development Fund

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Executive Summary

Punjab Skills Development Fund (PSDF) is a section-42 company established by the Government of the Punjab in partnership with Department for International Development UK. PSDF commissions vocational training by engaging training service providers (TSPs) through a competitive bidding process. It designs training schemes that allow for quality and cost competition among training providers from different sectors. Skills for Job 2012 (SFJ 2012) was one of the schemes that had been designed by PSDF to expand publicly-subsided and accredited training provision. The first phase of the scheme ran from September 2012 to December 2013 and trained 18,500 individuals[2].

In April 2015, Research Consultants (RCons), a survey firm, was commissioned by PSDF to conduct a tracer of a randomly selected female sample of 685 trainees of SFJ 2012. The trainees were interviewed in person by RCons for collection of data. The study primarily examines the labor market outcomes of the trainees under this scheme in four districts of Southern Punjab, namely Bahawalpur, Bahawalnagar, Muzaffargarh and Lodhran. This report presents the findings of the tracer study.

Around 90 percent of the sample reported that SFJ 2012 was their first vocational training experience and most of them (31 percent) were attending the course with the prospect of enhancing prospects of employment.

Prior to training, 90 percent of the trainees in the labor force were unemployed. However, after the training this figure dropped down to 71.7 percent. Out of those employed, about 39.2 percent are wage employees or daily laborers, 55.2 percent are self employed and the remaining are engaged in assisting business or jobs of household members or apprenticeship. The trainees engaged in wage employment reported about 22.9 percent increase in their monthly income compared to their last earned income pre training.

The study reveals that 98.7 percent of the cohort is working within the district of their residence. This is significantly higher than men (65 percent) and shows high female immobility. High employment rates were reported in garments and services related trades[3]. 58.8 percent of the trainees who were employed or doing own business had received help from a relative while 13.4 percent had received help from a close friend. Both job placement and setting up of business was, thus, found to be highly dependent on personal networks.

The survey indicates that the scheme has been able to achieve its output and outcome indicators with a 195 percent increase in employment rate from 9.6 percent employment rate of females before training. However, assisting trainees in job search and improving their access to markets could further enrich labour market outcomes particularly for females.

GENERAL INFORMATION ABOUT THE TRAINING SCHEME

Punjab Skills Development Fund (PSDF) is a not-for-profit company set up by the Government of Punjab, in partnership with the Department for International Development (DFID), UK. PSDF funds demand-driven vocational trainings of the people of Punjab by procuring services from private, public and not-for-profit training providers. Its objective is to increase the employability and earnings of low-income and vulnerable individuals by augmenting their skills base through vocational training. The Fund has, since its inception in 2010, followed the approach of designing and recalibrating discrete skills funding schemes to meet these objectives. Skills for Jobs (SFJ) is one of such schemes that was designed to expand publicly-subsided, accredited training provision by harnessing excess capacity within the system and stimulating new training places. A range of providers are attracted by PSDF's call for proposals which include private firms, training institutes, non-governmental organizations, public-private partnerships and even traditional public sector training providers. The Fund has been at the forefront of efforts to make vocational training responsive to the labor market. Its schemes are designed after extracting skills demand data from rigorous surveys that report individual preferences, market vacancies and hiring trends. Informed projections are used for setting trade- and sector-wise targets before the launch of each scheme[4].

PSDF was initially piloted in four districts of Southern Punjab selected from a list of ten poorest districts of the province. These four districts were: Bahawalpur, Bahawalnagar, Lodhran and Muzaffargarh. Between 2004-05 and 2007-08, the incidence of poverty had increased in the pilot districts with the exception of Muzaffargarh where it had marginally decreased[5]. Available sources also indicate that compared to the districts in the Southern and Northern part of Punjab, the pilot districts are less vibrant in terms of economic activity: the Industrial Directory of 2011 reports close to 18,000 registered industrial units in the province, out of which only 779 (4.4 percent) are located in the pilot districts. Half of these are small cotton ginning units. A narrow occupational structure and a low propensity to migrate out of this region was also captured in a large scale survey of 11,000 households[6,7].

The scheme, SFJ 2012, ran from September 2012 to December 2013 and trained 18,500 individuals. A total of 40 training service providers offered trainings in 121 trades within 26 trade groups (i.e. a group clubbing together trades with similar content but different nomenclatures) and 881 classes. 75 percent of the trainees were males and the remaining females. More than two-thirds completed vocational training of three months or less; 32 percent completed longer courses. 49 percent of all training classes took place outside of the pilot districts and afforded an opportunity for professional and social exposure to trainees. Even so, the overall drop-out rate remained low at 6 percent[8].

In April 2015, the survey firm RCons was commissioned to conduct a tracer study of SFJ trainees, females. At the time of the tracer, on average, almost 23 months had elapsed since the trainings were completed with the last set of courses set of trainees earning their qualification by December 2013.

SAMPLING METHODOLOGY AND DESIGN OF TRACER SURVEY

The sample for this study was drawn from PSDF's administrative database collected by TSPs and digitally maintained by the Fund for each individual trainee enrolled in the scheme. The PSDF database includes detailed basic biographical and contact information for all trainees. A data verification process preceded drawing of the sample that revealed that contact details of females were problematic, making communication with them difficult both due to traceability and social issues. Hence, being the first attempt at systematically gauging employment effect, it was decided that the tracer study would be confined to males only initially in 2014[9].In 2015, PSDF decided to go ahead with the survey for females and physically visited all the homes of female trainees.

The tracer survey was conducted in April 2015. A representative random sample of 834 females was chosen (18 percent of all female trainees) to be interviewed for the tracer study. This number included a target of reaching out 13 percent of all female trainees and an additional 5 percent replacement sample. The final sample of female trainees who could be successfully traced was 685 in number, which represents approximately 15 percent of the overall number of female trainees. The sample has representation from all TSPs, trades and districts. In comparison, the male tracer had a sample size which represented 11 percent of the overall number of male trainees. The results of this tracer are, therefore, representative of 4,643 female trainees trained under SFJ.

The initial questionnaire used for the tracer study in 2014 was amended to include the recommendations made in the previous study. RCons and PSDF's staff made these changes. All the surveys were filled by physically visiting the trainee's residence. In comparison 16 percent less males were physically visited for the survey.

QUESTIONNAIRE DESIGN

The questionnaire was designed after reviewing the results of the previous tracer study of male trainees of SFJ 2012. PSDF extracted administrative data (such as course name, training service provider etc.) for the trainees selected in the sample. These comprised responses to the pre-filled questions of the survey instrument. The survey team posed 33 questions to the sample trainees, with a majority being multiple-choice questions (refer to Appendix A for questionnaire). In comparison, the survey for males had 25 questions. The revised questionnaire included questions on female marital status and if the trainee got married after receiving training, time it took to find the first job after training, details of employer, how many months have passed since trainee started working for present employer, how often is the acquired skill used in the current employment and what should be the training duration.

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

[2] This paragraph has been taken from "Tracer Study of Skills for Job (SFJ) 2012 Trainees". Punjab Skills Development Fund (PSDF)- Accountable Grant (AG) Agreement. Undated.
[3] When the sample size was greater than 30.

[4] Ibid [2].
[5] Baseline Indicators Report, Centre for Economic Research Pakistan, 2010.
[6] Household and Community Surveys: Baseline Household Report for Skills, Non-In-depth Sample, Centre for Economic Research Pakistan, Undated.
[7] Ibid [2].
[8] Ibid.
[9] Ibid.

Variable Name	Question	Definition
Variables for previous and current employment status		
Previous employment Status	Pre-existing	Gives the previous (pre-training) employment status of trainees.
Current employment status	Section 2: Q11	Gives the post-training employment status of trainees.
Employment type	Section 2: Q12	Gives the type of employment (wage, self, unpaid labor, apprenticeship) trainee was engaged in post-training.
Variables related to labor market outcomes		
Income	Section 2: Q16	Variables that capture the current income.
Location	Section 2: Q13A	Variables that capture the trainee's work location.
Found work how	Section 2: Q19 & 20	Gives the method used most commonly to find work.
Looking for work	Section 2: Q21	Gives the current work outlook of trainees.
Most beneficial factor	Section 2: Q31	Gives the most beneficial factor for trainees to improve employment opportunities.
Variables for usefulness of training and course satisfaction		
Benefit of training	Section 2: Q22	Gives the general perceived level of usefulness of training.
Specific usefulness of training	Section 2: Q23	Gives specific usefulness of training along the dimension of learning, networking, self-confidence and new opportunities.
Course satisfaction	Section 2: Q26	Gives satisfaction ratings for course in terms of class environment, teacher quality, accommodation and arrangements.
Course duration	Section 2: Q28	Captures the overall satisfaction with the course duration.
Variable related to feedback about the training		
Reason for enrolling	Section 2: Q25	Gives the reason cited by trainees' for enrolling in the course.
Main difficulty in admission	Section 2: Q29	Gives the main difficulty faced by trainees in the admission process.
TSP satisfaction	Section 2: Q30	Gives the overall satisfaction with the training service provider.
Recommend training	Section 2: Q32	Dummy variable that takes the value of 1 if trainee would recommend this course to friends / relatives.

Table 1: Definitions of variables

SURVEY RESPONSE AND COMPLETION RATES

Table 2 below shows the success rates of interviews by district. A total of 685 interviews were conducted. 58.5 percent of these interviews were conducted in Bahawalpur. A relatively lower sample size in district Muzaffargarh could be contacted possibly due to higher propensity of the district residents to emigrate that can introduce a negative bias in the employment rate if the untraceable trainees had moved elsewhere for work[10].

District	Successful Interviews	%
Bahawalnagar	192	28.03
Bahawalpur	401	58.54
Lodhran	35	5.11
Muzaffargarh	57	8.32
Total	**685**	**100**

Table 2: Success rate by district

[10] Ibid [2].

Biographical Details of Trainees

A. GEOGRAPHY

The stratified random sample included nearly 57 percent females from urban areas and slightly more than 43 percent from rural areas. At the district level, 57 percent or more of the sample trainees were from urban areas barring Bahawalnagar where slightly more than 60 percent were from the rural areas (Table 3).

District	Urban	Rural	Total (N)
Bahawalnagar	39.1	60.9	192
Bahawalpur	60.8	39.2	401
Lodhran	71.4	28.6	35
Muzaffargarh	78.9	21.1	57
Total	**56.8**	**43.2**	**685**

Table 3: Geographical spread of trainees by district

B. AGE

The age distribution is positively skewed: the trainees comprise a reasonably young cohort of the female population with an overall average age of about 23.5 years and 90 percent of the sample trainees below the age of 30 (Figure 1). Compared to the male tracer survey where 95 percent of the sample trainees were below the age of 30. Table 4 shows that the average age of trainees from rural areas was slightly less than that of urban areas. The minimum age requirement for PSDF trainees is fifteen; given that SFJ offer pre-employment type of trainings, it was expected that the facility will be availed mostly by the youth. However, the age pattern shows that a limited number of mature people beyond the age of 30 were also interested in improving their job-related skills. For rural trainees, the maximum age was 49 years as compared to 50 years for the urban trainees. This was significantly higher than the maximum age for the male survey held earlier. The maximum age was 45 for urban and 43 for rural areas for males. Within the female sample, there was no major difference in the age profile of trainees from urban and rural backgrounds. While the female sample did capture a slightly higher percentage of older females compared to males it was still mostly for females below 30.

District	Min	Mean	Max	Total (N)
Urban	16	23.9	50	389
Rural	16	22.9	49	296

Table 4: Age by region

C. EDUCATION

The use of vocational skills training to help improve the human capital of trainees with core skills represents a sensible approach but at the same time also reflects the fact that courses offered by SFJ providers had entry conditions that stipulated five to ten years of schooling. These conditions were due to the nature of the courses being offered. Trainees from both urban as well as rural areas were reasonably well educated. Figure 2 shows that 60 percent of the trainees had finished at least matriculation-level formal education. This is lower than the 85 percent average for males. Around 15 percent had completed eight years of schooling and others had a higher level of education. This reaffirms the recommendations of CERP's household survey[11] to lower the educational entry requirement for vocational training. (PSDF has dealt with this specific issue by designing and launching a scheme for the less literate. While traditional training courses need revision to improve access for the less educated, PSDF's scheme Skills for Market specifically pursues inclusion by lowering educational entry requirements). The educational profile is almost similar for rural and urban trainees in the sample. Out of the total urban population a higher percentage had higher-level educational degrees i.e. graduate and masters. While out of the total rural population, a higher percentage had middle, matric and intermediate degrees compared to the urban population.

D. COURSE CHOICES

The trainees in SFJ 2012 were able to select courses of their choice from a given menu of trades. The sample covered 20 trade names. The top three trade names represented in the sample were Domestic Tailoring, Beautician and Dress Making that comprised 77.7 percent of the trainees. Domestic Tailoring and Dress Making belonged to the Garments trade group while Beautician belonged to the Services trade group.

[11] 11 Household and Community Survey, Non-In depth Report, Centre for Economic Research Pakistan, 2012.

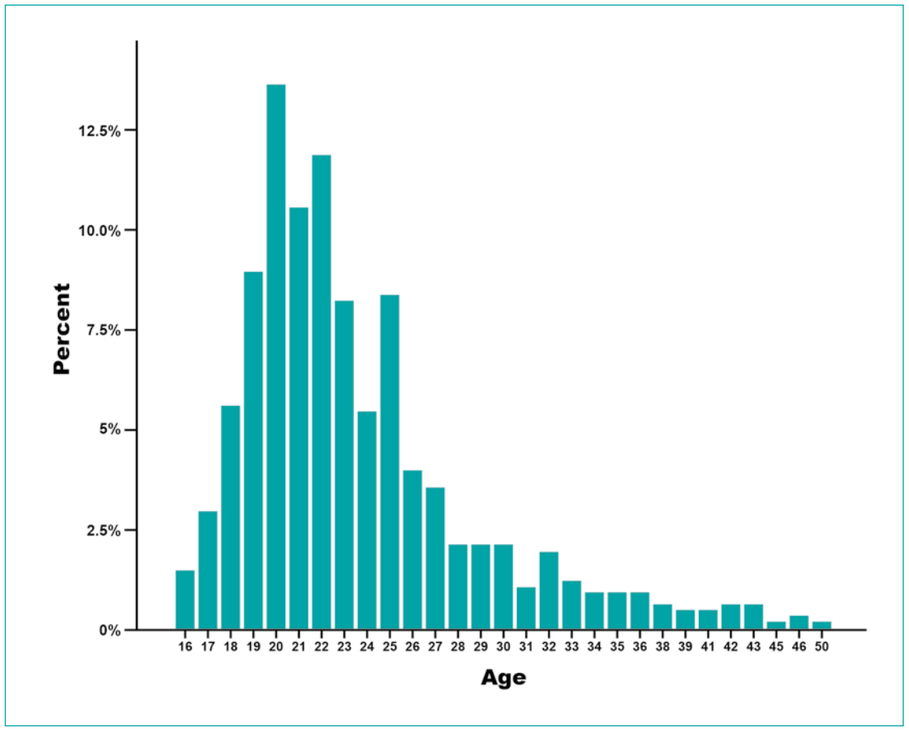


Figure 1: Age distribution of SFJ trainees

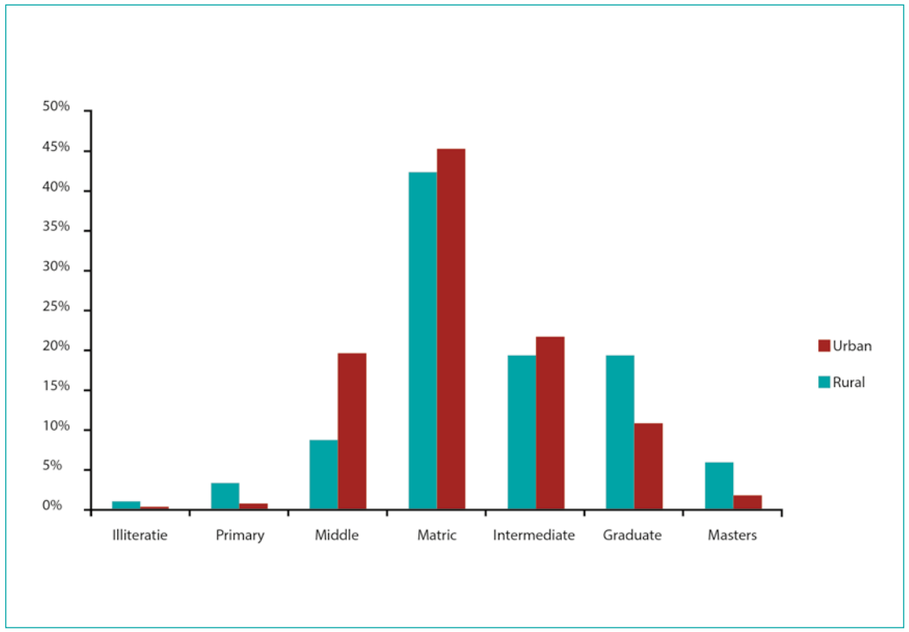


Figure 2: Education by region

Trade Group	Trade/ Course Name	Frequency	Percentage
Garments	Domestic Tailoring	341	49.8
Services	Beautician	138	20.1
Garments	Dress Making	56	8.2
Computer & IT	ICDL (International Computer Driving License)	37	5.4
Textiles	Fabric Printing	23	3.4
Hospitality	Professional Cooking	19	2.8
Computer and IT	Certificate in Practical ICT Skills (Level 2)	12	1.8
Food	Training For Food Processing & Preservation	11	1.6
Art & Design	Edexcel BTEC Level 3 Diploma in Art & Design (Fashion & Clothing)	10	1.5
Computer & IT	Graphic Designing	8	1.2
Health	Clinical Assistant	5	0.7
Electronic Media	Edexcel BTEC Level 3 Diploma in Creative Media Production (Television & Film) (QCF)	5	0.7
Art & Design	Fashion Designing	5	0.7
Art & Design	Photo and Imaging	4	0.6
Art & Design	Edexcel BTEC Level 3 Diploma in Art & Design (Graphic Design)	3	0.4
Computer & IT	Computer Network Administration	2	0.3
Art & Design	Edexcel BTEC Level 3 Diploma in Art & Design (3D Design)	2	0.3
Art & Design	Edexcel BTEC Level 3 Diploma in Art & Design (Photography)	2	0.3
Services	Customer Service (Level 2)	1	0.1
Construction	Civil Draftsman (AutoCAD)	1	0.1
	Total	**685**	**100.0**

Table 5: Trade Groups and Courses represented in the sample

E. COURSE DURATION

The trainings undertaken by the female trainees in the sample were of varying duration. As shown in As shown in Figure 3 below, more than 47 percent of all courses were of six months duration and about 37 percent were three months long. In comparison, amongst males the three months course was the most popular followed by the six months course.

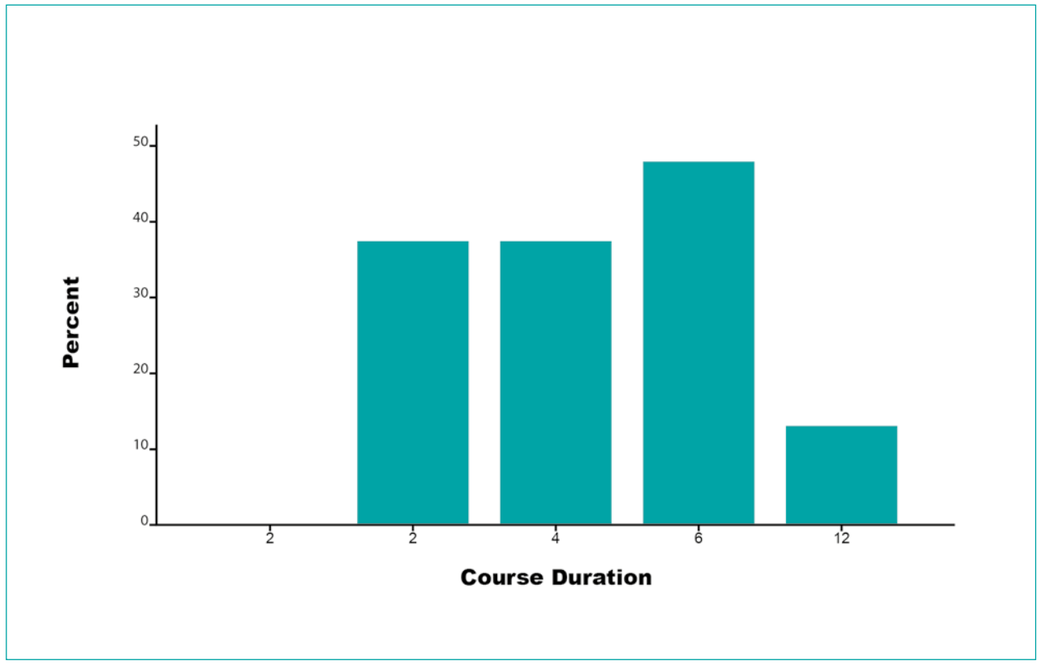


Figure 3: Course duration in months

F. PRIOR EMPLOYMENT STATUS

During the tracer survey, the survey team asked trainees about their income-earning status - more specifically, whether they were working for pay a month prior to the start of the course. Table 6 shows that 9.6 percent of the trainees remember being employed for pay a month before the course began. This shows that the scheme attracted a large proportion of unemployed youth. According to the survey data, 90.4 percent were not gainfully employed one month before the course started. The average salary of those 9.6 percent who were employed was PKR 2,817 with a median salary of PKR 2,500. The total number of females earning PKR 6,000 and above before training, in a sample of 685, was 6. When asked what kind of work they were involved in if employed 94 percent, out of the 66 who were employed in the sample before training, stated daily labor or self-employment as their source of income (Table 7).

Prior work for pay (1 month before course start)	Percent
Yes	9.6
No	90.4
Total (N)	**685**

Table 6: Prior work for pay

Employment Status	Percent
Self Employment	37.9
Wage Employment/ Daily Labor	56.1
Apprenticeship	1.5
Assistance in Business	4.5
Total (N)	**66**

Table 7: Prior employment

Survey Results

Having established that the sample chosen for this tracer was representative of the female population that had been trained in SFJ 2012, we now move to analyzing the main variables of interest pertaining to the labour market. A significant number of questions in the survey, therefore, explored employment and income status of the graduates. These can be clubbed under “Labour Market Outcomes”. Different dimensions of employment and income variables were explored and are reported in the following section. Other areas of interest that were probed covered the graduates’ transition to jobs, geographical mobility of labour, course usefulness, motivation to train and satisfaction with provider services.

LABOUR MARKET OUTCOMES

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

A. Employment Effects

i. Labour Force Participation & Aggregate Employment Rate

Given the nature of pre-employment type of training, beneficiaries are expected to enter the labour market after some period spent in job search or planning for own business. It is also possible that they pursue further education or training and delay their decision to join the labour force. It may be recalled that even the last cohort of trainees under SFJ had completed training in December 2013 and on average 23 months before the tracer survey. The survey asked whether the trainees were currently students pursuing further education. A little over one-third of the SFJ trainees reported in the affirmative i.e. that they were students (Table 8). Degrees for more than 50 percent of the sample were scheduled to complete within the next year.

Currently pursuing education	Percent
Yes	34.9
No	65.1
Total (N)	**685**

Table 8: Current education status

The statistics in Table 8 show that 65 percent of the sample trainees entered the labour force immediately after completion of training. The employment rate was found to be high for the illiterate and those who had completed a Master's degree (Table 9) while the LFPR was very high (90-100 percent) for trainees who were illiterate, had completed primary or middle school (Table 10). It was also considerably high for trainees with a Master's degree. This may be due to the fact that the former were dropouts and could not find further avenues of pursuing education and were more actively involved in job search; in case of the latter, more opted to join the labour force and actively seek employment since a Master's degree is sufficiently advanced for the majority to be considered as a final academic degree. The lowest employment rate was recorded for those with an intermediate qualification – more than half of whom moved on to further education or training opportunities[12]. Contrary to research findings in Punjab, which show a lower LFPR for females compared to males, the tracer shows that the LFPR trends are in line with those for males. This is a positive implication of SFJ 2012. Furthermore, these findings strengthen the case for lowering educational entry requirements for vocational courses to provide a second-chance learning opportunity for the less educated but at the same time, raises the question of why individuals, who had opted for vocational training, chose to revert to the academic stream once the period of training was over[13].

An Employers Survey carried out by Centre of Economic Research Pakistan (CERP) in 2012 of the regional employers revealed that a significant percentage (i.e. 30 percent) valued core skills in their employees. An area for further research would be to explore whether return to academic stream by a non-trivial proportion of vocational trainees is because of the low perceived worth of vocational qualifications by employers, their demand for an academic qualifications even for jobs such as salespersons (i.e. credentialism) or other reasons. To understand the dynamics of transition to the labour market, it would be useful to carry out a follow-up tracer study of the cohort that pursued further education after course completion[14].

Education Level	Employment Rate (%)
Illiterate	100
Primary	26.7
Middle	33.7
Matric	25.4
Intermediate	24.5
Graduate	28
Masters	50
Total (N=194)	**28.3**

Table 9: Employment Rate by Education Level

Education Level	LFPR (%)
Illiterate	100
Primary	100
Middle	90.2
Matric	69.6
Intermediate	43.9
Graduate	47.7
Masters	82.1
Total (N=446)	**65.1**

Table 10: LFPR by Education Level

After excluding students, the percentage employed improves to 29.4 percent (131 females out of 446). This shows that the sample includes females who are both studying and engaged in some form of work since the number of females working falls to 131 from 194 when those who are currently studying are excluded. The employment rate trends are in line with the general trends shown in urban parts of Punjab where despite a higher percentage of females having secondary education the percentage active in labor force is considerably lower than males[15] (Figure 4).

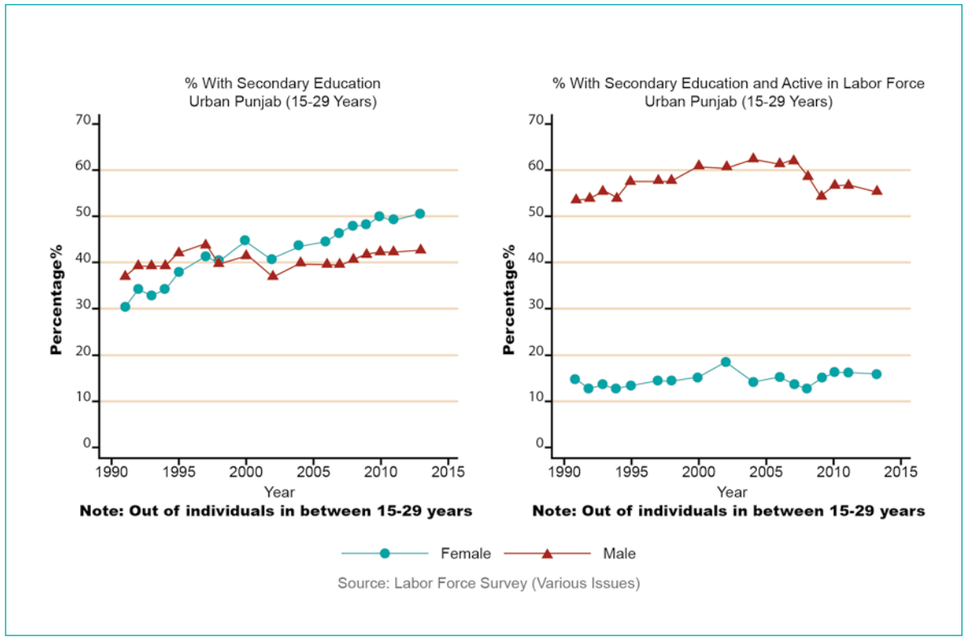


Figure 4: Labour force Participation and Education attainment among Educated Young Women in Urban Punjab, 1990-2013[16]

This is due to several constraints including findings that show employers in Pakistan are very reluctant to employ women except in the education and health sector[17]. Hence, social immobility, weak linkages with market and low demand for female employment are some important factors why labour force participation among educated young women has remained disappointingly stagnant in urban areas despite an encouraging rise in their education qualification in the past 25 years[18]. Furthermore, currently the female labour force participation rate in Pakistan is the lowest in South Asia[19]. However, it is increasing in rural areas for women who are self employed or have casual labour jobs in agriculture[20]. It is important to note that women are extremely responsive to job opportunities provided they are local and are flexible[21]. This is coherent with the findings of our study that show high levels of female immobility.

Regardless, there is a 195 percent increase in the employment rate from the 9.6 percent employment rate of females before training. Out of the 180 females who were married when the tracer survey was conducted, more than 50 percent (N= 95) got married after the training. It is important to note that out of the 180 women who were married, 17.2 percent were employed, while out of the 505 who were unmarried, 32.3 percent were employed. In addition, out of the 95 women who got married after training only 8.4 percent were employed compared to 17.2 percent of the total married women. These results show the prevalence of a higher employment rate amongst unmarried women and an even lower employment rate amongst women who got married after the training was conducted.

[12] Ibid [2].
[13] Ibid.
[14] Ibid.
[15] Punjab Growth Strategy 2018, Chapter 4: Skills, Human Capital and Job Creation: Punjab Skill's Strategy by Dr. Ali Cheema.
[16] Ibid.
[17] Ali Cheema, Asim Khwaja, Farooq Naseer, Jacob Shapiro, Sahaab Sheikh, Sameem Siddiqui, Gabriel Tourek and Mathilde Emeriau (2012). "Punjab Economic Opportunities Program Employers Survey: Baseline Report on Employers." Centre for Economic Research in Pakistan.
[18] bid [15], page 44.
[19] Reema Nayar, Pablo Gottret, Pradeep Mitra, Gordon Betcherman, Yue Man lee, Indhira Santos, Mahesh Dahal and Masheshwor Shrestha (2012). "More and Better Jobs in South Asia", World Bank.
[20] Ibid [15].
[21] Ibid [15].

ii. Employment rates by providers and trade

As expected, employment rates vary across training providers and courses. The top three providers with respect to the recorded employment rate were: IUB Department of Computer Science and IT (N was only 2, so 1 female is employed), IUB University College of Art and Design (N is 4, so 2 females were employed at the time of the survey) and Punjab Development Organization (N is 18, so 9 females were employed). For training service providers with a sample size greater than 30, Idara- E- Taleem- O- Aaghai (ITA), Punjab Vocational Training Council (PVTC) and Roshni Development Organisation (RDO) were the top three providers in terms of employment rates. The largest number of trainees in the sample received training from Al-Kousar Welfare Organization (employment rate 19.7 percent) followed by Millat College of Commerce (30.7 percent) and Al Badar Welfare Society (34.9 percent).

Table 11 presents employment rates (for trainees, including students) for all providers. Caution is advised while interpreting results for providers having less than 30 sample observations. The number of total trainees graduating from each TSP is indicated in the last column.

Training Service Provider	Employment Rate (%) for trainees	Total Number of Trainees
Al- Kousar Welfare Organization	19.7	178
Millat College Of Commerce	30.7	88
Al Badar Welfare Society	34.9	86
Punjab Vocational Training Council	41	61
Cholistan Institute Of Technical Education (CITE)	34.8	46
Idara- E- Taleem- O- Aaghai (ITA)	42.9	42
Grace Computer Center	5.4	37
Roshni Development Organization (RDO)	38.2	34
Majid Foundation	6.5	31
British University College	18.2	22
Punjab Development Organization	50	18
Multiline Group	15.4	13
IUB, University College Of Agriculture & Environmental Sciences	45.5	11
IUB, Directorate Of IT	37.5	8
IUB, University College Of Art & Design	50	4
Step Institute Of Professional Development	0	3
IUB, Department Of Computer Science & IT	50	2
Bahawalpur Education Society	0	1
Total	**28.3**	**685**

Table 11: Employment Rate by Providers

In terms of trade groups, high employment rates were reported in food (45.5 percent), health (40 percent) and textiles (39.1 percent). The highest number of trainees in the sample received training under the garments trade group (N= 397) and 29 percent are employed. Taking groups with sample size greater than 30 showed that employment rate was the highest for Garments, Services and Computer & IT in that order. The total number of trainees for each trade group is indicated in the last column. A complete list of courses offered to females can be viewed in Appendix C.

iii. Employment rates by course duration

Intuitively, employment rates of long duration courses are expected to be higher than shorter courses. The tracer data showed that a generalization was not maintainable as employment rates for shorter course were comparable to those for courses of longer duration. Moreover, as Table 13 shows, the highest employment rates (42.9 percent) were for the 4 month long courses. The male tracer survey also showed highest employment rates for 4 month long courses. Interestingly, when females were asked about their preferred course duration, the most popular option was 6 months[22]; this is second lowest in terms of employment generation.

Trade Group	Trade Names	Employment Rate (%) for trainees	Total Number of Trainees
Garments	Domestic Tailoring, Dress Making	29	397
Services	Beautician, Customer Service (Level 2)	28.8	139
Computer & IT	International Computer Driving License, Certificate in Practical ICT Skills (Level 2), Graphic Designing, Computer Network Administration	13.6	59
Art & Design	Edexcel BTEC Level 3 Diploma in Art & Design (Fashion and Clothing), Fashion Designing, Photo and Imaging, Edexcel BTEC Level 3 Diploma in Art & Design (3D Design), Edexcel BTEC Level 3 Diploma in Art & Design(Graphic Design), Edexcel BTEC Level 3 Diploma in Art & Design(Photography)	30.8	26
Textiles	Fabric Printing	39.1	23
Hospitality	Professional Cooking	31.6	19
Food	Training for food processing and preservation	45.5	11
Electronic Media	Edexcel BTEC Level 3 Diploma in Creative Media Production (Television & Film) (QCF)	20.0	5
Health	Clinical Assistant	40	5
Construction	Civil Draftsman (AutoCAD)	0	1
Total		**28.3**	**685**

Table 12: Employment Rate by Trade Group

Course Duration (months)	Employed (%)	Unemployed (%)	N
2	0	100	1
3	27.1	72.9	255
4	42.9	57.1	14
6	26.9	73.1	327
12	35.2	64.8	88
Total (N)	**194**	**491**	**685**

Table 13: Course duration-wise employment rates (Trainees in labor force)

[22] Q28 of the Tracer Survey Questionnaire: "In your opinion what should be the training duration of the course?"

iv. Employment rates by type of work

The International Labour Organization (ILO) classifies labour market status on the basis of the type of contract held for a job. The two main categories of employment are paid employment jobs and self-employment jobs. The former type is further sub-divided into wage employees and daily laborers. Self-employed workers or own account workers can typically be farmers and small business owners.

Table 14 shows the distribution of the working trainees by type of work. Almost 39.2 percent were engaged in monthly wage-employment, another 4.1 percent were involved in family business (defined as unpaid work for family), 55.2 percent were self-employed. Only 1.5 percent of the trainees were engaged in apprenticeships.

The low percentage of persons engaged in formal apprenticeships simply signifies the limited apprenticeship opportunities in the region. It is to be noted that the two categories (apprenticeships and family work) account for 5.5 percent of overall employed trainees. Since these statuses are preparatory in nature (before gaining the status of a fully-paid employee), trainees employed as such points towards the importance of experience in accessing decent jobs.

Work type	Percentage
Self-employment	55.2
Wage-employment	39.2
Apprenticeship	1.5
Family work	4.1
Total (N)	**194**

Table 14: Employment rates by type of work

v. Employment rates by time elapsed since completion

The sample trainees had not enjoyed an equal duration of time after training. For those planning to enter the labour force, this period must have been utilized looking for a job or setting up a business. As expected, we find that the employment rate increased with 'time elapsed since completion of the training' shows the percentage employed at the time of the tracer survey w.r.t the time elapsed (in months). Out of the total employed trainees, 65.5 percent found work within 3 months. Summing up, time duration that has elapsed plays a role in the employment rate (Figure 5). This suggests that functioning of the labour market can be improved by assisting trainees in their job search or by encouraging self-employment through guidance or mentoring approaches[23]. It also suggests that in case a comparison with similar programmes or future rounds of the same scheme is warranted, the time factor must be taken into account[24].

Time elapsed since training (months)	Percentage employed	Cumulative Percentage
3	65.5	65.5
6	10.7	76.1
9	3.6	79.7
12	20.3	100

Table 15: Employment rates by time elapsed

B. Income Effects

As mentioned in Table 6, 9.6 percent of the graduates reported being employed for pay one month prior to training. Table 16 shows that the average income of these 63 graduates was reported to be PKR 2,817. Upon excluding apprentices and those helping family, the average reported income dropped to PKR 2,669. It is important to point out that the average for females is significantly lower than that for males (PKR 8,823). The average post-training income increased to PKR 3,464 by 23 percent. Excluding apprentices and those helping family, it increases to PKR 3,645 per month.

	N	Income in PKR
Average pre-training income	63	2,817
Average post-training income	194	3,464

Table 16: Income earned

C. Transition to Work

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

Table 17: Reason for enrolling in course shows that most trainees enrolled in the PSDF-funded training course for seeking better employment opportunities in the future: 31.1 percent of the trainees cited finding employment as the main reason for enrolling in the SFJ training courses while another 19.4 percent had wanted to start their own business. More than one-fourth of the trainees (29.3 percent) reported self-development and the chance to enhance their skills as the reason behind enrolling in the course whereas another 17.4 percent enrolled simply to pass their free time. A better selection process could possibly reduce the percentage of participants who undertake training only to spend free time. A low percentage reported stipend as the main motivating factor to join training

[23] Ibid [2]
[24] Ibid [2]

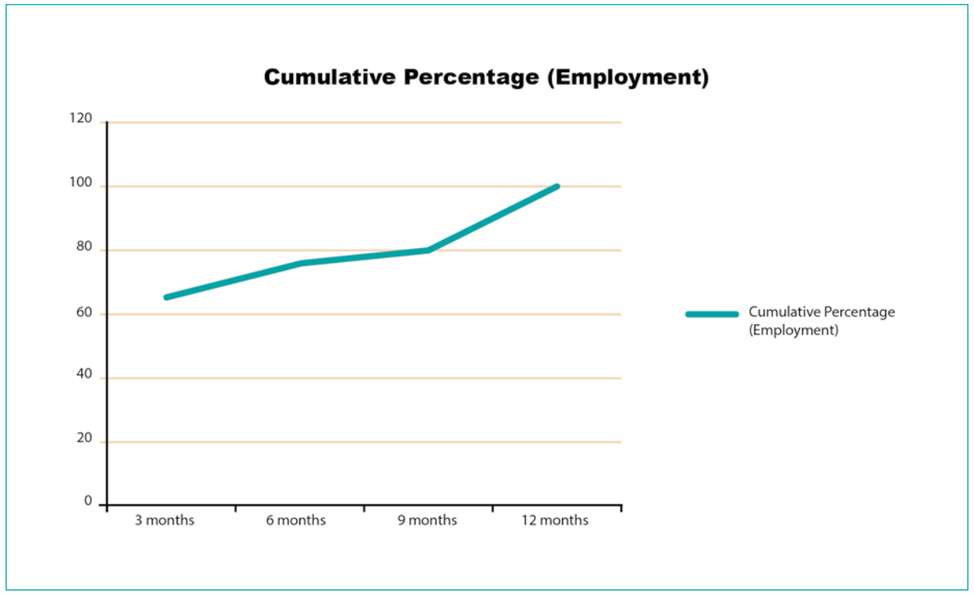


Figure 5: Employment rates by ending date of course

(0.9 percent), however, this may be under-reported by trainees themselves. A study designed for the Punjab Economic Opportunities Program[25] analyzed if additional stipend led to an increase in voucher acceptance and eventually enrollment in training courses for males of Urban Bahawalpur and Lodhran. The results of this phased experiment also suggested that enrollment was not very responsive to increased stipend. A modest increase in uptake was observed among urban males when PSDF's baseline stipend was increased two to three folds. These findings implied that stipend alone, unless significantly increased, would be unlikely to resolve the uptake problem among specific sub groups of urban males.

Why enroll?	Percent
To get employment	31.1
Start my own business	19.4
Self-development including enhancing own skills	29.3
To accompany my friend	0.6
To get stipend	0.9
Spend free time	17.4
Other (specify)	1.3
Total	**685**

Table 17: Reason for enrolling in course

The survey then explored how the transition to a job was made and whether an intermediary was used for accessing a job. It was found that 85 percent of the employed trainees found work through a relative or a close friend (Table 18). Job placement was, therefore, found to be highly dependent on personal networks, confirming earlier findings of an Employers' Survey conducted for PSDF in the region. The role of newspaper advertisements was found to be fairly limited in the job search process – only 7 percent found a job by responding to an advertisement.

The role of personal networks was also prevalent in establishing small businesses of their own. Out of the trainees who were self-employed, almost 61.6 percent reported financial and moral support of personal networks as the foundation to begin their businesses (Table 19).

How work was found	Percent
Through a relative	59.7
Through a friend	25.2
Through a contractor	2.3
Through advertisement	6.8
Formal apprenticeship	4.6
Informal apprenticeship	1.1
Total (N)	**87**

Table 18: How work was found

[25] Skills for Jobs, Punjab Economic Opportunities Program. Centre for Economic Research in Pakistan.

How did you begin this business?	Percent
Through a relative	57.9
Through a friend	3.7
Through employment agency	32.7
Formal apprenticeship	5.6
Total (N)	**107**

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

Trainees were also asked to state the most important factor that helps improve employment prospects. Table 20 shows that close to two-thirds of the trainees believed that having more skills was the most important factor in finding new employment, followed by education, having finance and experience respectively (this question was not asked in relation to the trainees themselves but was meant to elicit their general impression). This clearly bodes well for vocational skills training programs such as PSDF's SFJ scheme which aims to augment the human capital of this population by enhancing their skills. Trainees subscribe to the perception that skills are helpful in improving employment prospects. At the same time, they seem to be aware of the importance of general education for employability[26].

Most important factor	Percent
More skills	62.6
More finance	10.7
Access to market and network	3.1
More education	15.3
More experience	8.3
Total (N)	**685**

Table 20: Most important factor in employment generation

COURSE FEEDBACK AND USEFULNESS OF TRAINING

The SFJ training scheme was well received by almost all of the trainees with 92.3 percent stating that it was beneficial in some way (Table 21). In comparison, 78.33 percent of the male trainees said the training was beneficial.

Was training beneficial?	Percent
Yes	92.3
No	7.7
Total (N)	**685**

Table 21: Benefit of training

Table 22 shows that 93 percent trainees rated the SFJ training from "useful" to "most useful" in terms of learning the skills. 86 percent rated the training in the same category from the perspective of offering networking opportunities. 86 percent and 78 percent respectively rated the training from useful to most useful for acquiring self-confidence and for accessing new job opportunities. This shows that there is room for improving the labor market connectivity of trainees by providing job search assistance.

Rating	Learn skills	Networking	Self-confidence	New employment opportunities
Least useful	1.8	4.1	4.1	10.4
Less useful	5.1	9.5	9.8	11.2
Useful	15.5	16.1	17.2	23.5
Quite useful	34.6	43.4	32	28.6
Most useful	43.1	27	36.9	26.3
Total (N)	**685**	**685**	**685**	**685**

Table 22: Usefulness ratings

Overall, 92.3 percent of the trainees had stated that training was beneficial. Table 22 and Figure 6 show the trainee perception for different aspects of training were enquired in terms of usefulness.

PSDF's baseline report indicates limited access to training opportunities in Southern Punjab. This means that that most individuals of a mature age had never before availed training during their lifetime. Consistent with this earlier finding, the tracer survey reported that 90.1 percent of SFJ trainees had received vocational training for the first time. Amongst the factors lack of information, lack of appropriate training centre and limited mobility (or distance) were the main factors for not having attended training previously. Table 23 shows the main reasons for not having attended such trainings previously.

[26] Ibid [2].

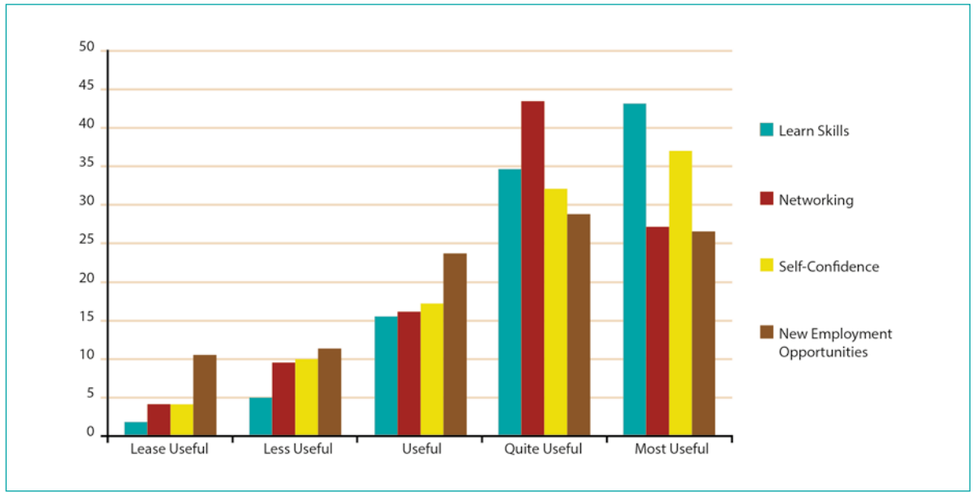


Figure 6: Usefulness ratings

Have attended previously	Percent
Yes	9.9
No	90.1
If No, reason for not attending training before:	
Lack of information	31.1
Lack of appropriate training center	14.7
Lack of stipend	0.6
Limited training course choice	3.1
Student	40.2
Training centre was far away	8.6
Other (specify)	1.62
Total (N)	**685**

Table 23: Previous participation in vocational training and reasons

An over whelming majority (97.4 percent) approved of the course and conveyed their willingness to recommend the courses they undertook in SFJ to others (Table 24).

Recommend course to others	Percent
Yes	97.4
No	2.6
Total (N)	**685**

Table 24: Will you recommend the course to others?

LABOUR MOBILITY

An earlier Household Survey conducted by CERP revealed that almost 80 percent of *infra marginals*[27] wanted to work within their own district. However, the female tracer of the SFJ trainees shows that an even higher percentage is actually working within the same district of their home districts: 98.7 percent of the trainees were found to be working in the district of their residence while 1.3 percent worked in other districts within the Punjab province (Table 25). The female mobility is obviously less than male mobility with 35 percent males working in a different district, province or country. This immobility can be considered a contributing factor for the low female employment rate.

Work location	Percent
Within the same district	98.7
Different district but within Punjab province	1.3
Different Province	0
Different country	0
Total (N)	**79**

Table 25: Work location

[27] Male or Female Household members nominated by the household head for vocational training.

TRAINEE SATISFACTION WITH PROVIDER SERVICES

Trainees were also asked to provide their feedback on how satisfied they were with the course set-up and arrangements (Table 26). An overwhelming majority of trainees (98.5 percent and 96.9 percent) reported that they were satisfied with the class environment and with the trainer's behavior and ability respectively. 96.6 percent of the trainees reported to be satisfied with the training service providers. However, with respect to the course duration, 62.3 percent of the trainees reported to be satisfied. After the previous tracer study on males, probing questions on this aspect were added to find out whether a shorter duration is preferable to longer duration courses or vice versa. Before analyzing the results it is important to note that course durations are set by national and provincial curriculum development bodies according to required competencies. Most of the participants enrolled in a 6-month or 12-month course (76.8 and 88.6 percent respectively) were satisfied with the duration of their course. Amongst those enrolled in a 3 months and 4 months course (36.5 percent and 35.7 percent respectively) a comparatively lower percentage were satisfied with their course's duration. Only 1 trainee was enrolled in a 2 month course and she was not satisfied with the duration. As shown in Table 27, the highest percentage of trainees employed (42.9 percent) belonged to the course that had a 4-month duration followed by 12- month duration (35.2 percent). The employment percentage of trainees is not in line with the percentage satisfied with the duration of their course. While out of all the courses, the trainees enrolled in a 4 month course had the highest employment percentage, they were the least satisfied with the duration of their course. Furthermore, when the trainees were asked for a preferred duration of future courses, most chose the 6-month option.

Satisfied	Class environment	Course trainer	Course duration	Training Service Provider
Yes	98.5	96.9	62.3	96.6[28]
No	1.5	3.1	37.7	3.4
Total (N)	**685**	**685**	**685**	**685**

Table 26: Satisfaction ratings

Duration	Percentage employed	Percentage satisfied with duration[29]
2 months	0	0
3 months	27.1	36.5
4 months	42.9	35.7
6 months	26.9	76.8
12 months	35.2	88.6
Total (N)	**194**	**685**

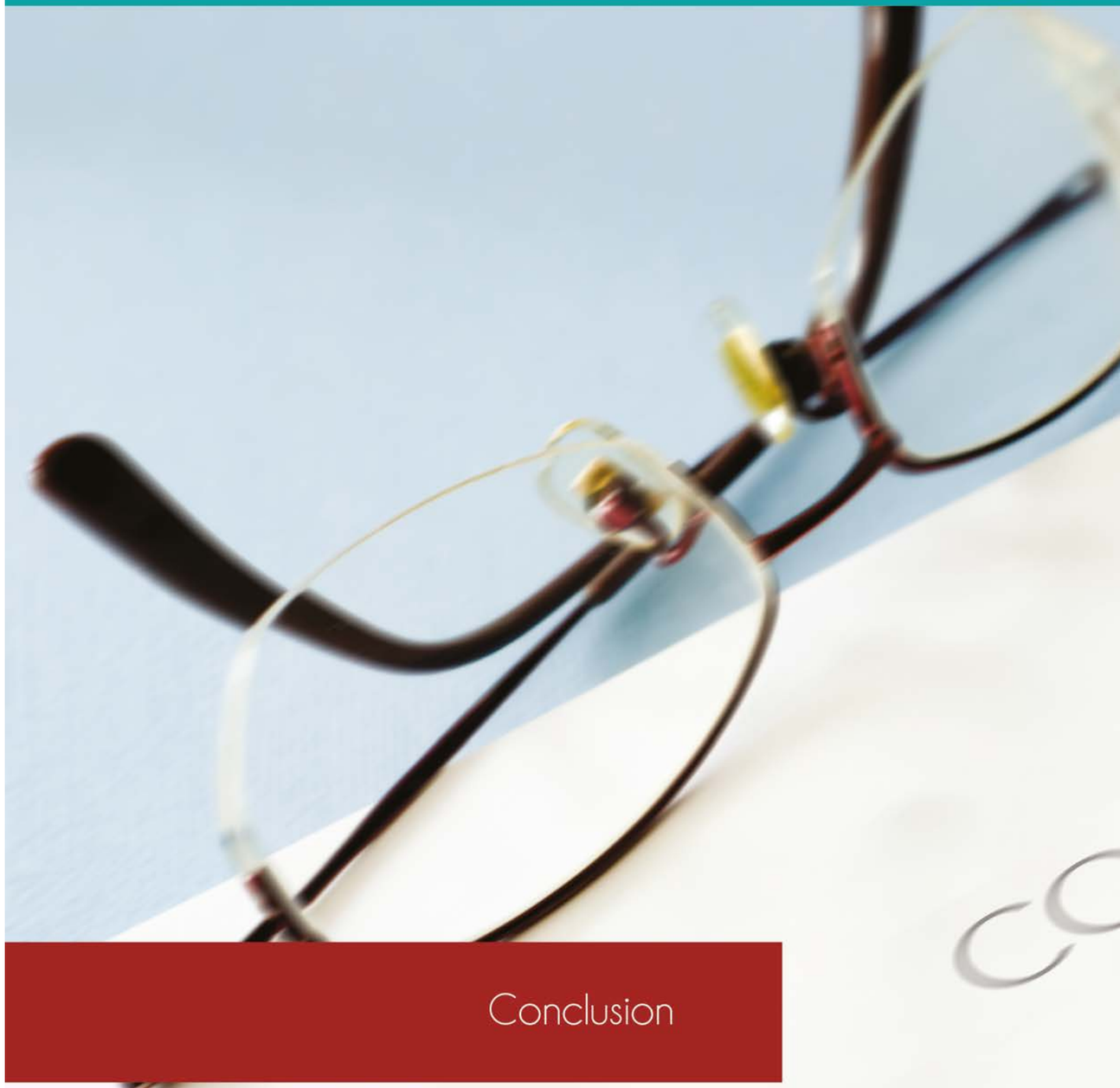
Table 27: Satisfaction ratings (Course Duration)

Accommodation was provided to 38 trainees who needed it – which is 5.5 percent of the sample trainees. Amongst those who were provided housing, 57.9 percent reported that they were satisfied with the arrangements. Refreshments in the form of food and drinks were also provided to 52 trainees, out of which 42 percent reported these to be satisfied. It is important to note that the number of female trainees who were provided accommodation and refreshments is considerably lower than males (1025 and 981, respectively). Also, the satisfaction level reported amongst females is lower (81 percent and 63 percent for males for housing and refreshments, respectively). There exists, therefore, room for improving training providers' standards of housing and refreshments for resident trainees. Trainees reported no major problem with the manner in which the admission process was conducted. 96.5 percent of trainees stated that they had no difficulty or problem with the process (Table 28). The male tracer survey showed that a small percentage (3 percent) complained about the conduct of the TSP staff however a very small percentage 0.1 percent showed discontent with staff conduct in the female sample in comparison.

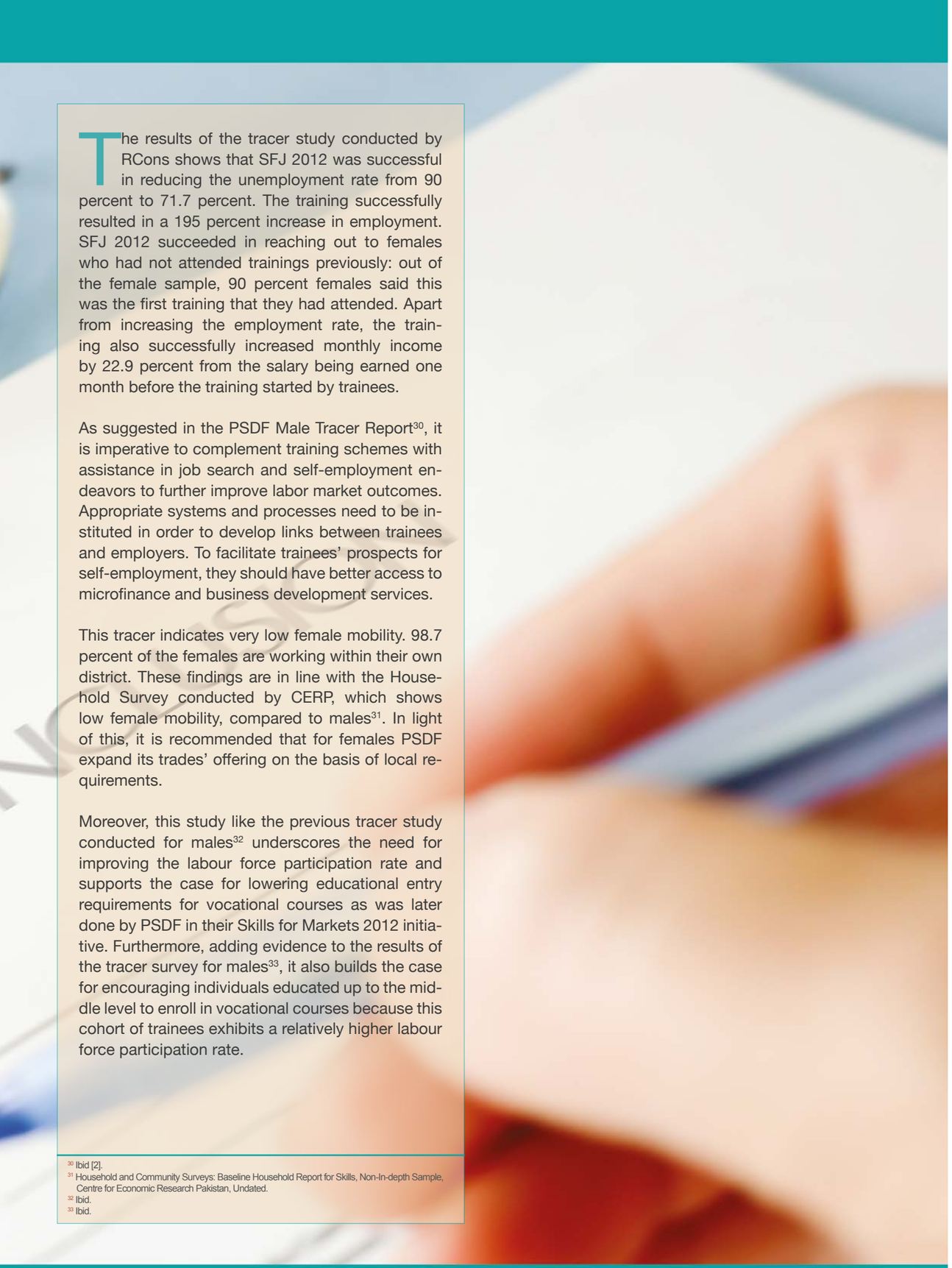
Main difficulty in admission	Percent
None	96.5
Lack of proper information	1.0
Admission process was difficult	1.0
Application form was rejected initially	0.6
Interference in admission	0.6
Improper conduct by staff of TSP	0.1
Payment of fees/ bribe was required	0
Lack of proper information with relevant personnel	0.1
Other (specify)	0
Total (N)	**685**

Table 28: Main difficulties in admission process

[28] This percentage said they were Very Satisfied (58.2 percent) or Satisfied (38.4 percent) with the training service provider.
[29] This information was gathered by asking the following question in the Tracer Survey Questionnaire (Q27): "Were you satisfied with the duration of your course?".



Conclusion



The results of the tracer study conducted by RCons shows that SFJ 2012 was successful in reducing the unemployment rate from 90 percent to 71.7 percent. The training successfully resulted in a 195 percent increase in employment. SFJ 2012 succeeded in reaching out to females who had not attended trainings previously: out of the female sample, 90 percent females said this was the first training that they had attended. Apart from increasing the employment rate, the training also successfully increased monthly income by 22.9 percent from the salary being earned one month before the training started by trainees.

As suggested in the PSDF Male Tracer Report[30], it is imperative to complement training schemes with assistance in job search and self-employment endeavors to further improve labor market outcomes. Appropriate systems and processes need to be instituted in order to develop links between trainees and employers. To facilitate trainees' prospects for self-employment, they should have better access to microfinance and business development services.

This tracer indicates very low female mobility. 98.7 percent of the females are working within their own district. These findings are in line with the Household Survey conducted by CERP, which shows low female mobility, compared to males[31]. In light of this, it is recommended that for females PSDF expand its trades' offering on the basis of local requirements.

Moreover, this study like the previous tracer study conducted for males[32] underscores the need for improving the labour force participation rate and supports the case for lowering educational entry requirements for vocational courses as was later done by PSDF in their Skills for Markets 2012 initiative. Furthermore, adding evidence to the results of the tracer survey for males[33], it also builds the case for encouraging individuals educated up to the middle level to enroll in vocational courses because this cohort of trainees exhibits a relatively higher labour force participation rate.

[30] Ibid [2].
[31] Household and Community Surveys: Baseline Household Report for Skills, Non-In-depth Sample, Centre for Economic Research Pakistan, Undated.
[32] Ibid.
[33] Ibid.

APPENDIX A: QUESTIONNAIRE

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

Section 0: Basic information

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

Section 1: Trainee identification

Qs. #	Question	Response	Instructions/Code
1	Enumerator: Did you meet the trainee who completed the course?		1=Yes → Section 2, 2=No
2	If response to Q1 is "2=No", then what was the reason for not meeting the trainee?		1= Trainee is working away from her residence…. 2=trainee is studying somewhere… 3=trainee is married and has moved, 4=Trainee works abroad, 5=Too ill to respond to the survey, 6=Other (specify)
Enumerator Note: If response to Q2 is 1 or 2, that is, trainee is not present in the village, ask the household for the trainee's mobile number and complete the survey from the trainee in the presence of the household member. If trainee does not have a mobile number, then complete the survey from the household head. Please be mindful to record the response with reference to the trainee, NOT with reference to the survey's respondent.			
	A. Trainee's Mobile Number #3		
3	Name of household member		
4	Relationship to trainee		1=Parent, 2=Spouse, 3=Sibling, 4=Other (specify)

Section 2: Trainee feedback

Qs. #	Question	Response	Instructions/Code
1	Are you married?		1=Yes, 2=No →Q3
2	Did you marry after getting the training?		1=Yes, 2=No
3	Were you working for pay one month before the training course?		1=Yes, 2=No → Q8
4	Which kind of work were you doing?		1=Self-employment, 2=Wage-employment/Daily labor, 3=Apprenticeship, 4=Assistance in Business/Job of any HHs member→Q7
5	What was your monthly total income from this work?		In the case of in-kind income, record the nearest estimated value in rupees.
6	How many hours did you work in a typical week?		Record in hours
7	From completion of training up till now, did you do any work which resulted in income for you or your family?		1=Self-employment, 2=Wage-employment/Daily labor, 3=Apprenticeship, 4=Assistance in Business/Job of any HHs member→Q8 5= No work→Q8
7-A	How much time did it take to get your first job/self-employment after completion of training?		1= Within 3 Months 2= Within 6 Months 3= Within 9 Months 4= Within 12 Months
8	Are you currently pursuing formal education?		1=Yes, 2=No →Q11
9	If response to Q8 is "1=Yes", which certificate / degree are you pursuing?		1=Matric, 2=Intermediate ,3=Graduate, 4=Masters, 5=Other (specify)
10	When will this certificate / degree be completed?		Record year of completion
11	Are you currently doing any work?		1=Yes, 2=No →Q21
12	Which kind of work are you doing?		1=Self-employment→Q14 2=Wage-employment/Daily labor, 3=Apprenticeship, 4=Assistance in Business/Job of any HHs member→Q14
13	Name of Employer/Company/Factory/Business		Employer Name---------- Company/Business/Institute Name_____ Addess:
13-A	Where do you work?		1=Within the same district, 2=Different district but within Punjab province, 3= Different Province, 4=Different country
14	Your occupation		Record in detail
15	How long since you are doing this work		Record Duration in Months
16	What is your monthly income from this work		In the case of in-kind income, record the nearest estimated value in rupees.
17	How many hours do you work in a typical week?		Record in hours
18	How often your acquired skill is used in this employment/business		1= Very much 2= Moderate 3= Very Less

Qs. #	Question	Response	Instructions/Code
19	How did you find this work?		0=Self-employed, 1=Through a relative, 2=Through a friend, 3=Through a contractor, 4=Through employment agency, 5=Through advertisement, 6=Formal apprenticeship, 7=Informal apprenticeship, 8=Other(specify)
20	How did you begin this business?		0=Does a job (not self-employed), 1=Through a relative, 2=Through a friend, 3=Through a contractor, 4=Through employment agency, 5=Through advertisement, 6=Formal apprenticeship, 7=Informal apprenticeship, 8=Other(specify)
21	Why are you currently not working?		1=Looking for employment but could not find work 2= Lack of opportunities, 3=Work compensation is not adequate, 4=Illness, , 5= Got married 6= Due to social bounds 7= Due to HHs responsibilities 8=Other(specify)
22	Did you benefit in any way from the training course?		1=Yes, 2=No
23	In your opinion, how useful was the training in:		Record response on a scale of 1 to 5, 1 means least useful and 5 means most useful
	A. Learning the skill		
	B. Networking and meeting new people		
	C. Improving self-confidence		
	D. Discovering new employment		
24	Why haven't you attended any other vocational skills training prior to this course?		0=Have attended previously, 1=Lack of information, 2=Lack of appropriate training center, 3=Lack of stipend, 4=Limited training course choice, 5=Student, 6= Training Centre was far away 7=Other (specify)
25	Why did you enroll in this course?		1=To get employment , 2=Start my own business, 3=Self-development including enhancing own skills, 4=To accompany my friend, 5=To get stipend, 6=Spend free time, 7=Other (specify)
26	During the course, were you satisfied with the following:		1=Yes, 2=No, 3= Not applicable
	A. Class environment (cleanliness, provision of electricity and furniture)		
	B. Trainer's behavior and ability / qualification		
	C. Accommodation (if provided by TSP)		
	D. Food and drinks		
27	Were you satisfied with the duration of the course?		1=Yes, 2=No

Qs. #	Question	Response	Instructions/Code
28	In your opinion, what should be the training duration?		1= 3 Months 2= 6 Months 3= 9 Months 4= 12 Months
29	What was the main difficulty you faced in the admission process?		0=None, 1=Lack of proper information, 2=Admission process was difficult, 3=Application form was rejected initially, 4=Interference in admission, 5=Improper conduct by staff of training service provider, 6=Payment of fees/ bribe was required, 7=Lack of proper information with relevant personnel, 8=Other (specify)
30	How satisfied were you with the training service provider?		1=Very satisfied, 2=Satisfied, 3=Not satisfied
31	Which of the following is most beneficial for improving employment opportunities?		1=More skills, 2=More finance, 3=Access to market and network, 4=More education, 5=More experience, 6=Other (specify)
32	Would you recommend PSDF-funded training to your friends or relatives?		1=Yes, 2=No
33	Would you like to give another mobile number for future use?		Record -88 if no new mobile number is shared

APPENDIX B: QUESTIONNAIRE (URDU VERSION)

Tracer Questionnaire PSDF(For FEMALES Trainees Only)

سکریٹریٹ اسلام آباد۔ میں آج یہاں پاکستان بالیاب اور بالیاب سکلز ڈویلپمنٹ فنڈ (PSDF) کی جانب سے آئی ہوں۔ PSDF ایک سروے کر رہا ہے جس کا مقصد اپنے ٹریننگ لینے والے افراد کا ڈیٹا بیس مکمل معلوم کرنا ہے۔ اس سروے میں پندرہ مختصر سوالات ہیں اور ان کو مکمل کرنے میں تقریباً 10 منٹ لگیں گے۔
آپ کے تمام جوابات خفیہ رکھے جائیں گے۔ کیا میں آپ سے کچھ وقت مانگ سکتی ہوں؟ نوٹ برائے انٹرویور: اگر جواب ہاں میں ہو تو درج ذیل سوالات پوچھیں۔

سیکشن 0: بنیادی معلومات

نمبر شمار	سوالات	جوابات	کوڈز/ہدایات
1	نام	نام:_____	رائے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
2	عمر	☐☐	رائے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
3	ٹریننگ ID	☐☐☐☐	رائے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
3-A	ضلع	_____	رائے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
3-B	تحصیل	_____	رائے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
3-C	عمل ایریا/زون	_____	رائے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
3-D	پیدائشی طور پر دیہاتی	☐	1=شہری 2=دیہاتی
4	موبائل نمبر	1_____ 2_____	رائے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
5	ٹریننگ فراہم کرنے والے ادارے کا نام	_____	رائے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
6	PSDF کی تنظیم کا نام	_____	رائے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
7	کورس/ٹریڈ کا نام	_____	رائے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
8	ٹریڈ/روپ	_____	رائے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
9	کورس کا دورانیہ	_____	رائے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
10	کورس شروع ہونے کا مہینہ اور سال	مہینہ ☐☐ سال ☐☐☐☐	رائے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
11	کورس ختم ہونے کا مہینہ اور سال	مہینہ ☐☐ سال ☐☐☐☐	رائے گئے Enum Page سے دیکھ کر پہلے سے لکھ لیں
12	آپ کی تعلیم	☐	1=ان پڑھ 2=میٹرک یا 1 جماعت 3=ایف اے/ایف ایس سی 4=ڈپلومہ/ایسوسی ایٹ ڈگری 5=انٹرمیڈیٹ 6=گریجویٹ 7=ماسٹرز
13	انٹرویو کا نتیجہ نوٹ برائے انٹرویور: اگر کنفرمڈ یہ سوال انٹرویو مکمل ہونے کے بعد پوچھیں	_____	1=سلیکٹ ہو گیا/ہو گئی 2=سلیکٹ نہیں ہوا/ہوئی 3=سلیکٹ ہوا/ہوئی لیکن گھر کے کسی فرد کے کہنے پر چھوڑ دیا/دی 4=انکار کر دیا/دی 5=گھر انے/دوستوں کی مخالفت ہو گئی 6=دیگر (وضاحت.....)

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سیکشن 2: ٹریننگ کی رائے

نمبر شمار	سوالات	جوابات	کوڈز
1	کیا آپ ٹریننگ کر رہی ہیں	☐	1=ہاں 2=نہیں
2	کیا آپ کی شادی ٹریننگ حاصل کرنے سے پہلے ہوئی تھی؟	☐	1=ہاں 2=نہیں
3	کیا آپ ٹریننگ حاصل کرنے سے ایک مہینہ پہلے تک کام کرتی تھیں	☐	1=ہاں 2=نہیں ---> Q7
4	آپ کس قسم کا کام کرتی تھیں	☐	1=ذاتی کاروبار 2=ملازمت (دیہاڑی/ماہانہ تنخواہ) 3=اپرنٹس شپ (کسی کی شاگردی میں کام سیکھنا) 4=گھرانے کی کسی فرد کے کاروبار/ملازمت میں مدد ---> Q7
5	آپ کی اس مہینے تنخواہ/آمدنی تھی	☐☐☐☐☐	(مکمل کی صورت میں ماہانہ آمدنی کی بابت رقم کی صورت میں لکھیں)
6	آپ ایک عام ہفتہ میں کتنے گھنٹے کام کرتی تھیں	☐☐	
7	ٹریننگ مکمل ہونے سے اب تک آپ نے کوئی کام کیا جس سے آپ/آپ کے گھرانے کو آمدنی حاصل ہوئی ہو۔	☐	1=ذاتی کاروبار 2=ملازمت (دیہاڑی/ماہانہ تنخواہ) 3=اپرنٹس شپ (کسی کی شاگردی میں کام سیکھنا) 4=گھرانے کے کسی فرد کے کاروبار/ملازمت میں مدد ---> Q8 5=کوئی کام نہیں کیا ---> Q8
7-A	ٹریننگ مکمل کرنے کے کتنے عرصے بعد آپ نے پہلی بار ملازمت/ذاتی کاروبار شروع کیا	☐	1=تین ماہ کے اندر 2=چھ ماہ کے اندر 3=نو ماہ کے اندر 4=بارہ ماہ کے اندر
8	کیا آپ آج کل کوئی تعلیم حاصل کر رہی ہیں	☐	1=ہاں 2=نہیں ---> Q11
9	اگر جواب ہاں میں ہے تو کس قسم کی تعلیم حاصل کر رہی ہیں	_____	1=میٹرک 2=انٹرمیڈیٹ 3=گریجویٹ 4=ماسٹرز 5=دیگر (وضاحت.....)
10	پیرا میڈیکل/ڈگری کی تعلیم کب مکمل ہوئی	☐☐☐☐	مکمل ہونے کا سال نوٹ کریں
11	اس وقت آپ جو ذاتی کام کر رہی ہیں جس سے آپ/آپ کے گھرانے کو آمدنی حاصل ہوتی ہو	☐	1=ہاں 2=نہیں ---> Q21
12	آپ کس قسم کا کام کر رہی ہیں	☐	1=ذاتی کاروبار ---> Q14 2=ملازمت (دیہاڑی/ماہانہ تنخواہ) 3=اپرنٹس شپ (کسی کی شاگردی میں کام سیکھنا) 4=گھرانے کی کسی فرد کے کاروبار/ملازمت میں مدد ---> Q14
13	آجر کا نام	آجر کا نام _____	تعلیمی کاروبار کا نام
13-A	آپ کس جگہ کام کرتی ہیں	☐	1=ورکشاپ/فیکٹری/دفتر میں کام کرتی ہے 2=گھر سے کام کرتی ہے 3=کسی دوسرے ضلع میں کام کرتی ہے 4=ورکشاپ/فیکٹری/دفتر سے باہر کام کرتی ہے
14	آپ کے پیشے کی نوعیت	جواب تفصیل سے لکھیں	
15	آپ کتنے عرصے سے یہ کام کر رہی ہیں	☐☐	روزانہ لکھیں مہینوں میں نوٹ کریں
16	آپ کی موجودہ ماہانہ آمدنی کتنی ہے	☐☐☐☐☐	(مکمل کی صورت میں ماہانہ آمدنی کی بابت رقم کی صورت میں لکھیں)

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نمبر شمار	سوالات	جوابات	کوڈز
17	آپ کیا کام سیکھنے میں کتنے گھنٹے کام کرتی ہیں	☐☐	
18	اس ملازمت/ذاتی کاروبار میں آپ کی ماہانہ کمائی کا تقریباً کتنا حصہ استعمال ہوتا ہے	☐	1=بیشتر/زیادہ 2=درمیانی 3=بہت کم
19	آپ نے ملازمت کیسے (حاصل/حاصل) کی/کرتی ہے	_____	0=ذاتی کاروبار/کرتی ہیں 1=اپنے خاندان/رشتہ دار کے ذریعے مدد 2=دوست کی مدد 3=کمیونٹی/محلے کی تنظیم/فلاحی مدد سے 4=روزگار سکیم سے 5=ٹریننگ کا انسٹرکٹر/کوآرڈینیٹر کی درخواست پر 6=سرکاری اپرنٹس شپ 7=نجی اپرنٹس شپ (کسی کی شاگردی میں کام سیکھنا) 8=دیگر (وضاحت.....)
20	آپ نے کاروبار کیسے شروع کیا	_____	0=ملازمت کرتی ہیں 1=اپنے خاندان/رشتہ دار کے ذریعے مدد 2=دوست کی مدد 3=کمیونٹی/محلے کی تنظیم/فلاحی مدد سے 4=خود سے بزنس کا شروع کرنا/اپنا کاروبار شروع کرنا 5=روزگار سکیم سے 6=سرکاری اپرنٹس شپ 7=نجی اپرنٹس شپ (کسی کی شاگردی میں کام سیکھنا) 8=دیگر (وضاحت.....)
21	آپ کوئی بھی ایسا کام کیوں نہیں کر رہیں جس سے آمدنی حاصل ہوتی ہو	_____	0=روزگار/مواقع/کام کاج کی کمی 1=روزگار/مواقع ہیں مگر اپنی کاروبار/ملازمت نہیں چلا سکتی 2=روزگار کے مواقع بہت کم ہیں 3=اپنے خواتین کے مطابق نہیں 4=محنت کی کرنا پڑتی ہے 5=شادی ہو گئی ہے 6=سماجی مجبوریوں کی وجہ سے 7=گھر انے کی ذمہ داریوں کی وجہ سے 8=دیگر (وضاحت.....)
22	کیا آپ کو عملی طور پر ٹریننگ حاصل کرنے کا فائدہ ہوا	☐	1=ہاں 2=نہیں
23	آپ کی رائے میں پوزیٹو کس کی حوالے سے فائدہ مند تھی	A. مہارتیں سیکھنے کے حوالے سے ☐ B. نئے لوگوں سے ملنے کے حوالے سے ☐ C. خود اعتمادی میں اضافے کے حوالے سے ☐ D. نئے پیشہ وارانہ مواقع مل جانے کے حوالے سے ☐	جواب 1 سے 5 کے پیمانے پر، جس میں 1 کا مطلب سب سے کم اور 5 کا مطلب سب سے زیادہ ہو
24	آپ نے اس ٹریننگ کورس سے پہلے کسی اور پیشہ وارانہ ٹریننگ کورس میں کیوں حاصل نہیں کیا	_____	0=اس سے پہلے کسی ٹریننگ کورس کر رکھی ہیں 1=معلومات کی کمی کی وجہ سے 2=ٹریننگ اداروں کی عدم موجودگی کی وجہ سے 3=فیسیں/فیسٹ کی وجہ سے 4=صحت وار ٹریننگ کو سرکی وجہ سے 5=تعلیم حاصل کر رہی تھی 6=ٹریننگ مشکل کرنے دور سے کی وجہ سے 7=دیگر (وضاحت.....)
25	ٹریننگ میں داخلہ لینے کی کیا وجہ تھی	_____	1=ملازمت کے حصول کیلئے 2=ذاتی کاروبار شروع کرنے کیلئے 3=تعلیم/تعلیم/ذاتی میں نوکر کو بڑھانے کیلئے 4=ذاتی دوست کے ساتھ 5=دیکھنے کے حصول کیلئے 6=فارغ وقت کو مصروف بنانے کیلئے 7=دیگر (وضاحت.....)
26	کیا آپ ٹریننگ کے دوران ساتھی کی سہولیات سے مطمئن تھیں	A. کلاس روم/کام کا ماحول (صفائی، بجلی کا انتظام اور فرنیچر) ☐ B. لرننگ/کاروبار کا مواد ☐ C. رہائش (ٹرانسپورٹ/TSP سے سہولت) ☐ D. کھانا/پینا ☐	1=ہاں 2=نہیں 3=کچھ نہیں ہوتا

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نمبر شمار	سوالات	جوابات	کوڈز
27	کیا آپ ٹریننگ کورس کے دوران سے مطمئن تھیں	☐	1=ہاں 2=نہیں
28	آپ کے خیال میں ٹریننگ کا دورانیہ کتنا ہونا چاہیے	☐	1=تین ماہ 2=چھ ماہ 3=نو ماہ 4=بارہ ماہ
29	آپ کو ٹریننگ میں داخلے کے دوران کس قسم کی مشکلات کا سامنا کرنا پڑا	_____	0=کوئی مشکل پیش نہیں آئی 1=داخلے کے بارے میں غلط/معلومات/معلومات کی عدم دستیابی 2=داخلے کا طریقہ کار مشکل تھا 3=داخلے کی درخواست ابتدائی طور پر مسترد ہو گئی 4=داخلے کے لئے کم عمر میں پابندیاں 5=فارم کے کالم/نہیں کا غیر مناسب رویہ 6=فیس/رشوت/بدعنوانی 7=متعلقہ افراد کے پاس درست معلومات کا نہ ہونا 8=دیگر (وضاحت.....)
30	مجموعی طور پر آپ ٹریننگ فراہم کرنے والے ادارے سے کس قدر مطمئن تھیں	☐	1=بہت مطمئن 2=مطمئن 3=غیر مطمئن
31	روزگار کے مواقع حاصل کرنے کیلئے کون سا عمل سب سے زیادہ فائدہ مند ہے	_____	1=زیادہ دورانیہ کی 2=زیادہ مہارتیں 3=مارکیٹ اور بہتر ڈیمانڈ تک رسائی 4=زیادہ تعلیم 5=زیادہ تجربہ 6=دیگر (وضاحت...)
32	کیا آپ اپنے دوستوں/رشتہ داروں کو PSDF کی ٹریننگ حاصل کرنے کی تجویز کریں گی	☐	1=ہاں 2=نہیں
33	کیا آپ مستقبل میں رابطے کیلئے کوئی اور موبائل نمبر/ای میل دینا چاہتی ہیں	_____	اگر کوئی اور موبائل نمبر/ای میل ہے تو 88 لکھیں

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APPENDIX C: LIST OF COURSES OFFERED

Beautician
Certificate in Practical ICT Skills (Level 2)
Civil Draftsman (AutoCAD)
Clinical Assistant
Computer Network Administration
Customer Service (Level 2)
Domestic Tailoring
Dress Making
Edexcel BTEC Level 3 Diploma in Art & Design (3D Design)
Edexcel BTEC Level 3 Diploma in Art & Design (Fashion & Clothing)
Edexcel BTEC Level 3 Diploma in Art & Design (Graphic Design)
Edexcel BTEC Level 3 Diploma in Art & Design (Photography)
Edexcel BTEC Level 3 Diploma in Creative Media Production (Television & Film) (QCF)
Fabric Printing
Fashion Designing
Graphic Designing
ICDL (International Computer Driving License)
Photo and Imaging
Professional Cooking
Training For Food Processing & Preservation

APPENDIX D: EMPLOYMENT RATES FOR LABOR FORCE

Training Service Provider	Employment Rate (%) for labor force	Unemployment Rate (%) for labor force	Total Number trained and in labor force
Al- Kousar Welfare Organization	16.9	83.1	136
Al Badar Welfare Society	37.7	62.3	61
Millat College Of Commerce	24.1	75.9	54
Punjab Vocational Training Council	48.8	51.2	43
Cholistan Institute Of Technical Education (CITE)	41.9	58.1	31
Idara- E- Taleem- O- Aaghai (ITA)	46.4	53.6	28
Majid Foundation	5.3	94.7	19
Roshni Development Organization (RDO)	33.3	66.7	18
Grace Computer Center	7.1	92.9	14
Punjab Development Organization	53.8	46.2	13
IUB, University College Of Agriculture & Environmental Sciences	50	50	8
British University College	28.6	71.4	7
Multiline Group	14.3	85.7	7
IUB, Directorate Of IT	40	60	5
IUB, University College Of Art & Design	100	0	1
Step Institute Of Professional Development	0	100	1
Total	**29.4**	**70.6**	**446**

Table 29: Employment rate for labor force w.r.t. TSP

Trade Group	Employment Rate (%) for labor force	Unemployment Rate (%) for labor force	Total Number trained and in labor force
Garments	28.2	71.8	291
Services	31	69	87
Computer & IT	15.4	84.6	26
Hospitality	45.5	54.5	11
Textiles	33.3	66.7	9
Food	50	50	8
Art & Design	57.1	42.9	7
Health	25	75	4
Electronic Media	33.3	66.7	3
Total	**29.4**	**70.6**	**446**

Table 30: Employment Rate for labor force w.r.t. Trade Group

Course Duration (Months)	Employment Rate (%) for labor force	Unemployment Rate (%) for labor force	Total Number trained and in labor force
3	26.4	73.6	148
4	50	50	6
6	27.3	72.7	238
12	44.4	55.6	54
Total	**29.4**	**70.6**	**446**

Table 31: Employment Rate for labor force w.r.t. Course Duration

Designed By:
DIVINE WORKS

Lahore Office:
House. No: 125, Abu Bakar Block,
New Garden Town, Lahore
Phone: 042-35913540-41
Fax: 042-35913539

Bahawalpur Office:
House. No: 14 - C/4 Shabir Shaheed
Road, Model Town A , Bahawalpur
Phone: 062-2889934, 062-2889935
Fax: 062-2889937 info@psdf.org.pk
Web: www.psdf.org.pk

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