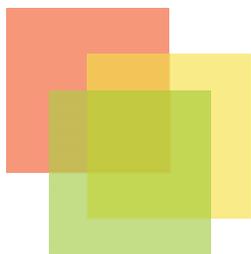# The Scope and Nature of Work Place Learning in Sindh

Empowering Vulnerable Groups through Education, Employment and Training
ILO Country Office for Pakistan

The **Scope** and **Nature** of **Work Place Learning** in **Sindh**

Foreword

In Pakistan, an important factor limiting employment growth, and a major constraint on reducing poverty, is the low level of education and skills in the labour force. It has been one of the principal causes of low productivity and employment creation in most sectors of the economy. The Technical and Vocational Education and Training (TVET) system in Pakistan is not sufficiently adapted to labour market requirements, and only covers a small proportion of the training needs. The institutions further suffer from a lack of decentralized decision-making, high levels of bureaucracy, insufficient funding, low wages and low levels of staff motivation. All of these have a negative impact on quality and efficiency. To ensure that the labour market develops in an efficient way and is generating decent work for all, governments formulate employment policies. Designing decent employment policies calls for the comprehensive collection, organization and analysis of labour market information. An analysis of the current situation is the basis for formulating effective policies. Labour market information is a foundation for defining employment strategies that foster decent and productive employment and macroeconomic policies.

The ILO's Recommendation (No. 195) Concerning Human Resource Development: Education, Training and Lifelong Learning guides member States as they seek to develop the knowledge and skills of their workforces so as to achieve higher productivity while promoting social inclusion. It also constitutes the policy framework for the ILO's work on skills development. Within the national priority area of competitiveness, productivity and jobs, the ILO's support for skills development focuses on three cross-cutting main issues: i) the reform of national skills strategies and policies; ii) the role of the private sector in skills development; and iii) changing patterns of work organization. Thus, the need to reform the skills development system comes from a number of directions: the need to be competitive globally, to increase the efficiency of the domestic industry, to support enhancement of foreign remittances, to provide employable skills to people in the context of a growing population and to ensure access to new career opportunities.

In order to achieve sustained economic and social development, remain globally competitive and be able to respond to changes in technology and work patterns, the Pakistan government has recently made skills development a political priority. This is one reason why the importance of skills features in several contemporary policies including draft policies on Employment, Education and the Economic Survey of Pakistan.

For this, the ILO under the project "Empowering Vulnerable Groups through Education, Employment and Training (EET)" is helping the social partners to apply the policy recommendations arrived at through tripartite consultations on skills development within the Decent Work agenda to their circumstances and priorities. Comparative research, policy guidelines and technical assistance aim to help partners:
- Integrate skills development in national and sector development strategies in order to better meet current labour market needs and to prepare for the jobs of the future;
- expand access to employment-related training so that youth, persons with disabilities and other vulnerable groups are better able to acquire skills and secure productive employment

while at the same time contributing to poverty reduction; and

- improve the ability of public employment services to provide career guidance, labour exchange services, delivery of active labour market programmes, and rapid response services in the aftermath of crises.

The study *The Scope and Nature of Work Place Learning in Sindh*, was carried out by the ILO project entitled "Empowering Vulnerable Groups through Education, Employment and Training (EET)", as part of its research work in the area of skills needs assessment and development. Major objective for this project is to support socio-economic development through investment in education, skills, entrepreneurship and legal empowerment for attaining decent work agenda in Pakistan. This project is part of the ILO's contribution to the One-UN Programme.

I would also like to extend my gratitude to the Ministry of Human Resource Development, the provincial labour departments, provincial technical education and vocational training authorities and other partner organizations for their demonstrated commitment and immense support to us in our efforts for promotion of Decent Work in Pakistan.

I congratulate the EET project team on their successful initiatives to develop a much-needed knowledge base on Pakistan labour market from a skills perspective. I am sure these efforts would help ILO and its partners in taking steps towards halving poverty through education, employment and training.

Thank you

Francesco d'Ovidio
Country Director
ILO Office for Pakistan

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Acknowledgments

Executive Summary

Work place learning has become a global agenda due to its importance in developing a nation's human resources. ILO is also striving to promote WPL under its various initiatives. In line with its mandate, ILO Pakistan sought to assist STEVTA. It commissioned this pioneering study on nature and scope of WPL in the province of Sindh.

A thorough literature review identified various forms of WPL: formal, informal, incidental; and the "disablers" of WPL such as: intrinsic barriers, dislike, displeasure, lack of aptitude; extrinsic barriers, discouragement, lack of job security; personal barriers, negative experience, family issues, cultural background; organizational barriers, unfriendly environment, irrelevant job assignment, heavy workload; peers barriers, attitude, misbehavior, lack of cooperation, unwillingness to share knowledge; and employer barriers, perception towards learning and development, fear of poaching of trained workforce. Literature review also yielded information on WPL enablers like: employee empowerment, collegiality, open door, workplace climate, opportunities, and open communication.

Promoting WPL requires recognition of enablers of and barriers to WPL which operate at personal, group and organizational levels. Deliberate policies for removal of disablers and facilitation of enablers lead to WPL in an organization or industry.

The survey findings generally conform to the constructs of barriers and enablers found in the literature review on WPL. There are however some significant and useful findings across age groups, gender, education and hierarchical position occupied by respondents. The survey also identifies some emerging trends on learning, which are likely to become highly significant with advancements in media and internet technologies.

WPL is widely accepted and valued by all respondents. On-job training, peer-learning and work-related technical instructions are the major means of WPL for most respondents. However, the practice of training needs assessment, though wide-spread, tends to omit the learning requirements of labouring and blue-collar workers.

Heavy workloads and employers' reluctance to allow time off for learning are evident as major barriers to WPL. For blue-collar workers, and people with 5-9th grade education, the provision of monetary incentives is regarded as helpful in facilitating WPL.

Apprenticeship is regarded as a useful tool for WPL especially for beginners. However awareness of WPL is quite low among labourers, 5-9th graders and people aged 18-30. The same three groups also exhibit low levels of awareness about the existence, role and functions of STEVTA.

STEVTA is seen by both employers and employees, especially blue-collar workers, as a very important factor in promoting WPL. Its certifications are highly valued by women, 5-9th graders, and labourers.

However, respondents' knowledge of the role and function of STEVTA is sketchy and at times marked with unrealistic expectations. Employers view STEVTA as stuck in past and thus unable to meet the current, fast-changing workforce development needs.

The following recommendations can be made:

For ILO

- Incentivisation of WPL for the employer (such as tax rebates) and the employee (for example stipends and scholarships)
- Promotion of a 'decent work place' agenda across industries.

For STEVTA

- Strengthening of linkages with industry
- The development and promotion of STEVTA as a preferred 'brand' of accredited technical education
- The revival and promotion of apprenticeship programs.

Abbreviations

BPR   Business Process Reengineering

CBT   Computer-Based Training

FMCG   Fast Moving Consumer Goods

HSE   Health Safety Environment

ICT   Information and Communication Technology

JIT   Just in Time Job Instruction Training

LNA   Learning Need Assessment

OJT   On Job Training

SOP   System Operating Procedure/Standard Operating Procedure

STEVTA   Sindh Technical Educational Vocational Authority

TNA   Training Needs Assessment

TandD   Training and Development

WPL   Workplace Learning

About the Study on Work Place Learning

A nation's socio-economic development rests on the foundations of the skills and competence of its workforce. The stronger the foundation the higher and more sustained the overall development. Strengthening the workforce of all member nations is the mandate of the International Labour Organization (ILO). In line with this mandate, the ILO Human Resource Development Recommendation (R195,2004) stresses that member states should "promote the expansion of workplace learning and training."

The issue of workplace learning (WPL)has become increasingly important in the development of workforce skills. Many countries in Asia are finding it a growing challenge to respond to the skills needs of their workforce in a time of increasing globalization, new technology, changing patterns of work and increasing pressure to improve their productivity and competitiveness. A key strategy for achieving this is the promotion of workplace learning, which, in the context of lifelong learning, can also ensure that workers' skills are constantly renewed and adapted to equip them for a wide variety of potential jobs. Integrated programs of on and off the job training require good working relations between enterprises and training institutions, relationships that traditionally have not been well established in many developing countries.

All forms of learning and development are inviting increasing attention from the policy makers of nations desirous of strengthening their human resources. Workplace learning is unique because it is most directly related with the vital question of "productivity" in the context of workplaces such as factories, enterprises, offices, industries, shops, farms, fields and even households. Understanding the nature and scope of WPL as a society therefore opens the door for policy interventions geared to promoting WPL at the enterprise and industry levels and, in turn, increasing productivity at the national level.

In order to achieve sustained economic and social development, remain globally competitive and be able to respond to changes in technology and work patterns, the Pakistan Government has recently made skills development a political priority. This is one reason why the importance of skills features in several contemporary policies including draft policies on Employment and Education and the Economic Survey of Pakistan. The need to reform the skills development system therefore comes from a number of directions: the need to be competitive globally, to increase the efficiency of the domestic industry, to support the enhancement of foreign remittances, to provide employable skills to people in the context of a growing population and to ensure access to new career opportunities.

ILO is not only supporting the Federal Government of Pakistan but is now deepening its engagements with Provincial Governments that are now constitutionally mandated to look after technical and vocational education. In the province of Sindh, the ILO's partner is the Sindh Technical Education and Vocational Training Authority (STEVTA). Karachi, the capital of Sindh, is the main trade, commercial and industrial hub of Pakistan.

Keeping in view the changing domestic and international labour market requirements and in line with

the scheme of reorganizing TEVT institutions adopted by other provinces, the Government of Sindh established Sindh TEVTA to undertake and manage TEVT institutions in the province. In order to extend complete autonomy and effective management in the province, provincial level policy making has been entrusted to the STEVTA Board consisting of eminent professionals from the public and private sectors which include representatives from leading industries, universities etc. Sindh Cabinet in its meeting held on 28th February 2009 entrusted, the administrative control of all TEVT Institutions of the province to STEVTA.

Sindh TEVTA recently requested the ILO to provide technical and financial support in improving the governance and management of the TEVT system and to introduce new approaches, including entrepreneurship education and workplace learning (WPL) in their curricula.

2.1   Use and Objectives of the WPL Study

The ILO commissioned a workplace learning study across selected industries in Sindh and assigned the task to FCG Human Capital. The ILO's terms of reference (ToRs) are laid out the scope of the assignment, as follows:

1. Conduct a study on the scope and nature of workplace learning in a sample of enterprises in Sindh.
2. Conduct focus group discussions with industry and related stakeholders on work place learning.
3. Prepare a report and case studies on workplace learning in Sindh Province.
4. Conduct workshops on public-private partnerships to support workplace learning.

Both ILO and STEVTA sought to benefit from the study. They wanted to ascertain:
- the current extent of workplace learning in Sindh Province;
- the different models of workplace learning adopted by employers;
- the links if any with training institutions, both registered and unregistered;
- the extent to which workplace learning is formally recognized or forms part of a formally accredited program;
- the teaching and learning practices used and their relative success; and
- how workplace learning can be enhanced and whether formalization will strengthen current arrangements

FCGHC treated them as the management objectives of the Client (ILO) and the user (STEVTA). Accordingly we derived the following objectives for the assignment:
- To determine the extent of understanding and prevalence of workplace learning in Sindh
- To bring to light enablers and barriers of workplace learning in the context to technical and vocational education
- To enable STEVTA in supporting and promoting workplace learning in Sindh

Three deliverables were to emerge for the management use:

1. Research findings on the nature and scope of workplace learning in Sindh Province,
2. Compilation of case studies on good practice workplace learning in Sindh Province, and
3. A strategy for STEVTA to strengthen workplace learning

This report contains the first two, whereas the strategy for STEVTA has been submitted separately.

2.2. A Note on Methodology:

The methodology used for the study consisted of these elements:

Literature Review provided the theoretical foundation for the survey design.

Tool Design and Coding led to a survey tool that would yield relevant and purposive information.

Tool Translation and Validation was necessary to administer the tool to respondents not conversant with English. The tool was translated into Urdu, piloted on a sample of 18 persons and revised in light of the pilot results. A brief guidebook was prepared for the field staff to facilitate administration of the Urdu version.

Training of Interviewers/Supervisors was carried out to enable them overcome potential hurdles and thus minimize non-response.

Selection of Sectors and Samples was a mix of convenience (expert opinion) and randomness. STEVTA management identified the industrial sectors which they thought had good WPL practices and offered employment opportunities to STEVTA graduates. Four sectors were selected and then enterprises within each sector were identified on convenience of contact and access. However, respondents within each organization were chosen randomly from the attendance registers. The break-up of sectors and sample size within each industry is given below along with the demographic details of the respondents.

Findings and Presentation of Survey Results is made possible with the help of SPSS software.

Qualitative Case Studies were conducted to capture some relevant WPL dynamics in depth. Three cases of individuals present WPL from workers' viewpoints. One case study captures the best practices within an organization and presents the employer's perspective. The final case study presents a bird's eye view of WPL in an industry and presents a model that confirms the findings of the survey. It must be noted here that the last two case studies were carried out by an independent researcher who did not have knowledge of the findings of the WPL survey.

The survey was administered to 215 respondents. Data cleaning led to acceptance of 200 valid responses distributed as follows:

Industry/Sector	n: 200	%
Engineering and Manufacturing	46	23 per cent
Textile and Garments Industry	71	35.5 per cent
Food Industry	50	25 per cent
Services and Hospitality	33	16.5 per cent

The study aimed to establish WPL dynamics across some important demographics such as gender, age, educational qualification, hierarchical level and functional roles.The respondents' distribution is thus as follows:

Total / Base	Gender		Age group			Respondent education		
	Male	Female	18 to 30 yrs	31 to 40 yrs	41 to 50 yrs	Grades 5 to 9	Grades 10 to 12 (Matric/ Intermediate)	Graduate/ Post Graduate
200	154	46	118	51	31	38	67	95
	200		200			200		

Total /Base	Responsibility/Hierarchical Level		Department/Function	
	Manager/Supervisor	Labor/Worker	Non-Technical	Technical
200	120	80	81	119
	200		200	

Organizational departments such as finance, marketing, HR, administration have been included in Non Technical whereas Technical includes production, engineering plant maintenance and assembly line.

Findings on every close-ended question in the survey have been presented on all demographic dimensions mentioned above.

Scope of the Study and Future Research Agenda on WPL

The study was conducted in industrial establishments of metropolitan Karachi only. It essentially represents an urban setting.

Learning is intrinsic to human activity (Lee et al., 2004). There is a belief that learning does not mean simply to store something in the mind (Karen et al., 2011)but is rather a process that goes inside the learner's mind and also happens in terms of personal behavior and demonstrable skills and knowledge (Zegwaard et al., 2003). Learning is natural to living organisms; it involves changes that enhance the boundaries of their awareness. As a result a learner obtains new knowledge, internalizes it and reproduces it with or without value-addition (Matthews, 1999). In the context of employment, learning has a well-defined purpose: productivity. Hence, workplace learning is aimed at increasing human efficiency and effectiveness. Towards this end, Filstad (2010) argues that "through collective contacts with employees, learning must be incorporated within the workplace context."

Workplace learning (WPL) becomes a tool which businesses can use to leverage competitive advantage. According to Bates, "WPL processes enable employees, employers and organizations to act in response to the changing nature of economic activity, contribute to improved efficiency and productivity in employment, and meet the personal and career development needs of individuals." The workplace provides a physical location and shared meanings, ideas, behaviors, and attitudes—all of which help determine the working environment and relationships that foster productivity (Vaughan et al. 2011).

Chisholm et al. (2009) believe that in any workplace, individuals learn by being in a knowledge-based and work-based environment. They also suggest that a workplace is a learning territory which offers different learning opportunities that each employee must be able to access throughout his/her professional life. Moreover, the workplace is an arena where an individual may have to wrestle with unfriendly and hostile people in order to learn what he/she does not know.

Ron (2008) is of the view that the increasing magnitude of WPL is due to the fast pace of change in technology and the needs of the worldwide knowledge economy, resulting in higher and frequently changing skill requirements on the job. It has been found that WPL provides the way in which people acquire, interpret, recognize, and/or assimilate relevant clusters of information, skills and feelings. WPL is thus viewed as a sustained and high leverage development of employees in line with organizational business outcomes (Beckett, 2001). It is believed that WPL can give greater autonomy to workers (Connor and Karen, 2007). According to Doyle et. al. (2008), WPL is a process by which people, as a function of completing their organizational tasks and roles, receive knowledge, skills and attitudes that augment individuals' and organizational productivity. Filstad (2010) suggests that newcomers at workplaces use colleagues to learn and that colleagues' work is as an important source of knowledge whenever they (new comers) need new information to learn necessary skills to perform tasks and solve problems. Formal and informal learning at the workplace increases the effectiveness of WPL (Park, 2010).

Work Place and Formal Learning

Lee et al. (2004) define 'formal learning' as planned, structural learning that is carried out 'off-the-job' and outside the working environment. In this sense, formal learning may or may not occur in a workplace. Formal learning can be considered as a controlled version of guided learning at work. It covers efforts aimed at employee orientation, enculturation, employee retention, work-related skills such as ICT, machine maintenance, organizational procedures and product knowledge that are delivered in a structured manner to employees (Ram, 2008). Moreover, formal learning alludes to an atmosphere and environment in which individuals have a proper place to learn under a structured mechanism of receiving information at fixed timing followed a professional assessment and evaluation at given intervals by an instructor or trainer (ibid). They are thus supposed to have been formally trained to carry out their respective duties. The skill they so acquire, however, needs to be utilized towards achieving organizational outcomes and this can be problematic if the demand for higher skills does not exist and if workplaces do not actively seek to utilize the skills of their workers (Fariduddin, 2003).

Work Place and Informal Learning

Clarke (2004) says that informal learning is often unplanned and ad hoc, and is thus not amenable to traditional approaches of measuring formal learning. It is described as learning that is predominantly unplanned, unstructured, experiential, and non-institutionalized. It is one of the most common forms of learning: 70 per cent of learning is informal (ibid). Informal learning results from experience; is embedded in an organizational context and oriented to focus on action: it is governed by non-routine conditions (Ellinge, 2005). Rowden (2002) suggests that informal learning can occur with an unexpressed goal, and that it can serve both individual and corporate objectives. For example, informal learning might best occur when a co-worker shows a new employee how to use a machine through an actual demonstration rather than through a classroom presentation. Lee et al. (2004) say that informal learning can occur provided that there is motivation and opportunity. Informal learning is often intentional but not highly structured and includes self-directed learning, networking, coaching, mentoring and performance planning. Informal learning is most common at workplaces and therefore needs some in-depth deliberation and conscious efforts for institutionalization within an organization. To be effective, informal learning activities may involve the demonstration or reflection of actual work and work roles (Filstad, 2010).

Interestingly, mentoring plays an important role in informal learning in the workplace. Informal learning can be disturbing for an organization if there are inequalities, grouping and ethnic discrimination (Trenerry et al. 2012). In such conditions learning tends to become vicious instead of virtuous as negative influences proliferate mainly through the 'grapevine'. The absence of inequity and discrimination creates a WPL-supportive environment which in turn leads to effective learning among workers as they develop good peer relationships in the workplace.

Incidental Learning

Incidental learning is also known as a byproduct of some other activity: for example, understanding organizational culture and trial and error experimentation (Lee et al., 2004). The incidental learning paradigm is an experimental model used to investigate learning without intent (Kerka, 2000). This is unintentional and unplanned learning that results from other activities and is considered of higher status and value than formal and informal learning (ibid.). It occurs most often in the workplace. Given the various type of learning that can occur in the workplace, the question arises: which kind of learning is most important and how can it be achieved. To a large extent, answer lies in understanding what hinders learning in the workplace.

Researches have revealed that there are intrinsic and extrinsic barriers to WPL. Employees have their own personal barriers and there are hurdles because of organizational culture. There are also barriers to WPL because of employers and peers (i.e. colleague or seniors). Muhamad et al. (2005) say that WPL is also affected by factors such as the learners' socio-cultural, economic and psychological status, and the employers' role and support. Which barriers are more significant than others depends on the situation. There is also a disconnect between skill acquisition and skill utilization (Fariduddin 2003). The disconnect results more often from organizational failure: if a newly trained and skilled employee is not assigned a relevant task that puts skills to use on the job, his/her skills will become obsolete. This gap leads to poor WPL and thus does not enhance productivity.

Intrinsic and Personal Barriers

Intrinsic barriers to learning may occur when workers do not like the jobs or professions (The Conference Board of Canada Report, 2001). It has been found that if someone loses his/her interest, the quality of work output diminishes (Doyle, et al. 2008). Additionally, if an employee feels displeasure, quality learning cannot be achieved. Moreover, if an employee is passionate, shows enthusiasm, and zeal and zest, he/she learns more. Importantly, WPL can be improved if the job is assigned, as far as possible, according to the employee's aptitude. This is because he/she intentionally follows the profession and takes more interest in it (Curson, 2004).

Worker's physical and mental health including emotional attributes, backgrounds, experience, age, beliefs and skills also influence WPL (Zegwaard, et al., 2003). It has been found that family problems (Muhamad et al., 2005) and long travelling time to the workplace also hinder employees' learning. It is not possible for an employee to learn effectively if he/she has to travel far from home to the workplace due to exhaustion. Similarly, workers' health has a direct bearing on their ability to learn and be productive (ibid.).Equally important is the role of memories: McQuaid et al. (2012) note that if an employee has gone through negative experience(s) and unsuccessful learning at the workplace, he/she will not actively take steps to learn on the job.
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Extrinsic and Peer Barriers

There are also other factors which can block WPL. These include lack of encouragement, appreciation, poor organization, non-availability of facilities (Rainbird et al., 1999), lack of financial support; inadequate salary/remuneration, no bonus and an unfriendly atmosphere (Vaughan, 2011). Facilities, medical care, transport and residence are helpful in learning capacity building. Moreover, dirty, unsafe and insecure environments at the workplace hinder WPL (ibid.). This is because when the basic human needs are not satisfied, people stop trying to make successful efforts to learn. In the absence of amenities that satisfy basic needs, employees often conclude that WPL is meaningless for them.

It has been further noted that the role of peers, colleagues and seniors plays an important role in WPL. The attitude and competency of a supervisor or senior may improve or hinder WPL (Doyle et al. 2008). According to a study by Lee et al. (2004), the clerical and junior staff feel that they are dependent on the attitudes and abilities of their managers and supervisors, which affects their capacity to engage in WPL. The staff further reveal that if their respective supervisor is not familiar with their performance, their orientation to WPL is affected. Similarly, unfair and rude behavior of colleagues and peers also often adversely affects staff members' attitudes towards WPL (Clarke, 2004). It has been further determined that when colleagues do not share information, this results in similar attitudes among peers, contributing to an overall negative WPL environment (McQuaid, et al. 2012). Communication gaps among individuals as a result of different cultural backgrounds also at times lead to a breakdown of relationships thus hindering WPL (Iqbal, 2012, Trenerry et al.,2012). Finally, if a person is perceived by peers, especially by his/her supervisor, to be incapable of learning, the person tends to live up to the reputation and does not engage in WPL. This is due to "the expectation effect", established by Robert Rosenthal of Harvard in 1964.

Organizational Barriers

The positive culture of an organization also promotes employees' learning (Ram, 2008). The literature review reveals that a positive environment and atmosphere, norms and culture of a workplace will encourage employees to take an interest in learning (Zegwaard et al., 2003). The access to opportunities and resources also promotes both formal and informal learning. . However, too great a work load and insufficient staff (Rainbird et al., 1999) can impede employee engagement with WPL (McQuaid et al., 2012). Doyle et al. (2008) found that an overwhelming 81 per cent of respondents ranked insufficient time as the most important barrier to WPL in the retail and industrial sectors and in the military, health care organizations and university sectors in the Atlantic Provinces of Canada. Poor time management and the stress of learning new things is also at times a challenge for employees especially if an employee is working on tasks for which he/she has not been trained, qualified, or recruited (Doyle et al., 2008). According to Vaughan et al., (2011) sometimes changes in the Standard Operating Procedures and the effects of Business Process Reengineering make the organizational structure and hierarchy of a workplace complex and confusing. Both types of change require

employees to unlearn old skills and relearn new ones. As a result, employees often fail to understand and adjust to the new ways of working (Ellinge, 2005).

The resistance and reluctance of employee to new policies, revised working hours, and the installation of new technologies or programs also hinder WPL (Lars, 1998). These changes are often unacceptable for employees and frequent job rotation, irregular shifts and placement at remote sites also disturb the potential for workplace learning (Filstad, 2011; The Conference Board of Canada , 2001).

Trenerry et al. (2012) say that there are also ethnic, racial and gender discriminations which hinder WPL. Women face barriers to WPL because of discourses which privilege men. Beckett (2001) argues that western societies are broadly multicultural, and not merely poly-ethnic, and the challenge is to maintain communication between fragmented and fluid groupings. Unequal power affects resource allocation and opportunity which also are barriers to effective WPL.

Employers' Barriers

There are also barriers because of employers. According to Goldenberg's working paper for the Canadian Council on Learning, the employers of many firms worry about "poaching" or the "free-rider" problem: i.e. losing trained employees and their training investment to competitors. If an employee learns more and is given training, he or she may join another organization or the competitor may lure away trained and skilled workers (The Conference Board of Canada, 2001). On the other hand, many employers are not aware of the importance of training and learning for their employees. They thus make no effort towards facilitating WPL.

It is argued that some employers think that an investment in training and learning of employees is a waste of time and resources. They see it as a cost rather than an investment (Ram, 2008). This type of attitude is found to be more prevalent in the small and medium enterprises (SMEs) when compared with large corporations where investment in human resource development tends to become an established practice.

WPL Effectiveness and Enablers

WPL is an effective means of developing workforce knowledge and skill (ILO Report, 2008). The promotion of WPL requires interventions on both the demand and supply sides. According to Bates et al, demand-side interventions are those that directly or indirectly have an impact on the desire of employers or employees to engage in learning (including legislation, promotion and marketing). Supply-side interventions are those that enable or support the offer of education or training in the work place (such as the development of e-learning, class-room courses and skill certifications.).

Matthews (1999) has identified five conditions for effective WPL:

- Self - the individual need for a positive feeling about himself as a person
- Personal Meaning-the individual's ability to reach an understanding of himself and his/her learning
- Action-the individual's ability to develop, apply and measure the use of his/her own and other people's ideas in the workplace and to learn from the experience
- Collegiality-the individual's capacity to learn with and from colleague in both direct and indirect ways
- Empowerment-the ability of an individual to feel a sense of ownership, autonomy, self-control and self-direction over his or her decisions and actions, including over the processes and outcomes of their learning.

Promoting WPL would require that these conditions are addressed. Vaughan et al. (2011) say that for WPL, good support from the organization, a set of conducive policies, structures and the availability of high-quality resources and recognition of achievements are required. Moreover, it has been found that learning must be aligned with the goals, objectives and targets of the organization (ibid.). The integration between formal and informal learning is the most effective form of WPL according to Park (2010). Organizations should design a system that achieves this balance. Doyle et al. (2008) say that a proper work climate, an open door policy and sharing successes and failures of learning promote WPL. Ram (2008) is of the view that an organization that gives time to its employees for learning and development will be successful in achieving its goals and objectives. If incentives for learning are provided, the employees take interest and concentrate on WPL. Kitching (2007) says that employers play a central role in shaping learning opportunities through the design of work roles that offer their employees varying opportunities and incentives to learn and through the provision of instruments and materials from which to learn, such as the Internet and equipment manuals.This is particularly the case for new employees and the delivery of structured programs supporting the introduction of new technologies or work practices. The organization can have partnerships with external stakeholders and specialist service providers to promote WPL.

Summary of Literature Review

- Learning does not only mean storing information and knowledge; it also refers to value-addition and application of the same.
- Formal learning means planned, structured learning that is conducted 'off-the-job', usually outside of the employee's working environment. It can also occur in training rooms in the workplace.
- Informal learning is often unplanned and ad hoc, and is thus not amenable to those traditional approaches that measure formal learning.
- Incidental learning is a byproduct of some other activity; for example, understanding organizational culture and trial and error experimentation.
- Workplace learning or WPL is the process that enables employees, employers and

organizations to act in response to the changing nature of economic activity, contributes to improved efficiency and productivity in employment, and meets the personal and career development needs of individuals.

- The increasing magnitude and need for WPL is due to the fast pace of change in technology and the needs of the worldwide knowledge economy, resulting in higher and frequently changing skill requirements on the job.
- Promotion of WPL depends on removing barriers to learning and creating enablers of learning
- Intrinsic barriers include: dislike, displeasure, lack of personal interest and aptitude
- Extrinsic barriers include: lack of appreciation, encouragement, recognition, facilities and job security
- Personal barriers may be: negative experience, family issues, lack of opportunities or resources, health problems, age, gender and cultural background.
- Organizational barriers include: unfriendly environments, irrelevant job assignments, unnecessarily complex procedures, heavy workloads, lack of instruction materials and manuals, policies, SOPs, and remote working places.
- Peer barriers include: attitudes, misbehavior, lack of cooperation, unwillingness to share knowledge, unfamiliarity with subordinates' potentials and performance, poor interpersonal skills and communication gaps.
- Employer barriers include: perceptions of learning and development and the fear that a trained workforce will be attracted to other employers.
- Others barriers may include: gender and ethnic discrimination and grouping
- WPL Enablers are:
    - Effective communication among and between supervisors and subordinates promotes effective WPL.
    - Employee empowerment, collegiality, 'open door' policies, a positive workplace climate and opportunities.
    - Effective WPL increases productivity, leading to more effective achievement of organizational objectives.
    - WPL is also an effective means of developing workforce knowledge and skills, creating supportive workplace environments and increasing overall employee satisfaction.

Implications for Survey Design

Most of the summary points that are "applied" in nature and lend themselves to management action by STEVTA and the ILO have been rated as "relevant" and included in the questionnaire, which has three main thrusts of inquiry:

- Existence, Types and Opportunities of WPL
- Barriers, Motivations and Enablers for WPL
- Knowledge of and Expectations from STEVTA in promoting WPL.

Accordingly the survey findings are presented under the same three sections.

WPL Research Findings
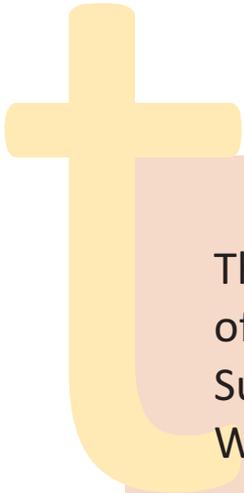
The WPL research findings consist of two components: the WPL Survey Results and case studies on WPL.

The case studies are in-depth investigations into motivations, barriers and enablers of WPL at the individual, enterprise and industry levels. Three individual cases present viewpoints and reflections of individuals followed by an account of WPL in an enterprise from an employer's perspective. The last case study takes a 'birds-eye' view of WPL and its various dynamics in the Fast Moving Consumer Goods sector, which is among the fastest growing segments of the Pakistan economy.   From the discussion are distilled lessons and recommendations for STEVTA and the ILO.

WPL Survey Results

The survey findings generally conform to the constructs of barriers and enablers found in the literature review on WPL. There are, however, some significant and useful findings across age groups, gender, education and hierarchical position occupied by respondents. The survey also identifies some emerging trends on learning, which are likely to become highly significant with advances in media and internet technologies. STEVTA is seen by both employers and employees, especially blue-collar workers, as a very important player in promoting WPL. However, respondents' knowledge of the role and function of STEVTA is sketchy and at times marked with unrealistic expectations.

A detailed presentation of the WPL survey results is appended below in Annexure I. Significant findings are described as follows:

- Existence, types and opportunities of WPL
- Barriers, motivations and enablers for WPL
- Knowledge of and expectations from STEVTA.

Existence, Types and Opportunities of WPL

Across the board, respondents have indicated that their respective organization/industry is a great place for learning because of the formal or informal training and on-the-job and peer learning opportunities available to them. The highest ratings come from women (95 per cent), those with education up to middle class or 8th grade (100 per cent) and people who have technical jobs (95 per cent), which is defined for the study as production-related or factory floor work. Respondents have also identified some of the reasons for conducive WPL environments at their organizations: access to guidance, a congenial work environment, learning facilities, proper incentives and the consideration of learning achievements in performance appraisals.

Structured training is reported to be widely made available by employers. Regular in-house training, whether through own or outside trainers, is reported by 89 per cent of respondents to be the main type of training provided by employers. Other types of training provided by employer include: training institutions (27 per cent), training videos (22 per cent), and e-learning courses (12 per cent): the last two represent an emerging trend likely to grow in the near future.

Everyday work experience offers learning opportunities to 83 per cent of all respondents. Women report significantly higher WPL from routine experience as compared with men (98 per cent vs 78 per cent). The top three reported sources of everyday learning are: 61 per cent training (formal learning), 52 per cent peers (informal learning), and 21 per cent organizational environment (incidental learning).

70 per cent of respondents report that there is a proper Training and Development (TandD) function in their organizations; 30 per cent say "no" or "in process". Here again some interesting insights become available if we consider that 52 per cent of respondents with middle-class educational qualifications and 47 per cent of labourer/workers say "no" to the question: "is there a proper TandD function in your organization?" The TandD in their case seems not to be working for them. It is either not geared to address their WPL needs or overlooks them when assessing their learning needs and designing TandD activities. This finding is also corroborated with results on the prevalence of formal TNA practics. While an overall 67 per cent report that the employer formally undertakes TNA for them, a relatively low 53 per cent of 8th graders and 56 per cent of workers report the same.

Means of learning at available at workplaces include:
- On-job training (89 per cent)
- Learning from colleagues (77 per cent)
- Work-related technical courses (69 per cent)
- Short training courses of 2 to 5 days (40 per cent)
- Training courses from Technical Institutions (23 per cent)
- Degree programs (12 per cent)
- On-line training courses (9 per cent).

Within each category, there are some note-worthy variations:
- "On-job training (OJT)" is the predominant means of WPL. There is almost total reliance on OJT as the means of WPL by women (100 per cent), people with school degrees only (99 per cent),labourers (99 per cent) and technical job-holders (93 per cent).
- "Learning from colleagues" works better for women (91 per cent) than for men (73 per cent).
- "Work-related technical training" is favored by 88 per cent of people with school-level qualifications (versus 53 per cent of graduates/post-graduates) and technical job-holders 80 per cent (versus non-technical 51 per cent).
- "Training courses from technical institutions" are preferred more by women (37 per cent) than men (19 per cent).

Barriers, Motivations and Enablers for WPL

Motivations for WPL reportedly come from:
- Chance for promotion (83 per cent consider very important; 17 per cent somewhat important)
- Increase in job performance (82 per cent rank it very important; 18 per cent somewhat important)
- Personal interest (78 per cent very important; 21 per cent somewhat 1 per cent unimportant)
- Increase in personal competency (77 per cent very important; 23 per cent somewhat important)
- Future career growth (72 per cent very important; 28 per cent somewhat important), and
- Increase in salary (71 per cent very important; 29 per cent somewhat important)

Organizational leaders are reported to be highly supportive of requests for learning opportunities and training. So are colleagues who openly help each other learn. Survey finds that across the demographic spectrum (men, women, three age groups, three qualification streams, two hierarchal classifications and two categorizations of technical and non-technical), respondents report hierachical...

> *People are, always or often, rewarded for learning at workplace*
> *(average agreement: 65 per cent or above)*

> *Bosses and supervisors, always or often, train juniors and help them learn at the workplace*
> *(95 per cent)*

> *Organization, always or often, encourages people to view problems in their work as opportunities to learn*
> *(96 per cent)*

> *Workplace, always or often, uses two-way communication such as suggestion system and open meetings*
> *(90 per cent)*

> *Organization, always or often, aligns individual's learning to organizational objectives*
> *(95 per cent)*

> *WPL activities are flexible and respond to the needs of workers*
> *(91 per cent)*

> *People take pride in their work*
> *(96 per cent)*

People openly discuss work-related problems with each other and with management (93 per cent) Barriers to WPL are also reported. In varying degrees, there is acknowledgment of barriers to WPL. Respondents with graduate/post graduate education, in managerial positions and in white-collar jobs such as admin., finance, marketing and sales report significantly higher barriers to learning at the workplace. Overall there is general agreement that barriers to WPL are low.

The main barriers to WPL are reported as:
- The workload is too much
- There is a shortage of people to learn from
- There is little or no monetary incentive for learning (mostly indicated by blue-collar and low-education respondents)
- The organization does not give time off for learning and self-development (mostly identified by managers and supervisors)
- There is a lack of career guidance, and
- The HR or Training department is not working properly.
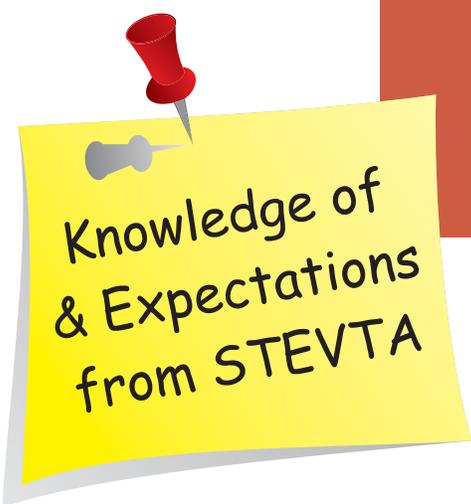
?Awareness of apprenticeship as a form of WPL varies. The awareness is moderately high among the managers/supervisors (61 per cent aware), and high among those graduate/post-graduatequalifications (71 per cent aware). Awareness is particularly low among labourers (74 per cent unaware) and people with 5-9th grade education (89 per cent unaware).

Apprenticeship is recognized as valuable form of WPL across the spectrum of respondents. It is considered most useful for beginners. It is also viewed as a learn-cum-earn solutionfor unemployment and as a means of enhancing skill utilization and transfer in the industry. Government is expected to promote apprenticeship schemes in the industries.

There is a widespread unawareness about the name, role and functions of STEVTA.

Overall who have not heard the name STEVTA: 56 percent. Unfolding the aggregate makes insightful reading:

- Unaware men 56 per cent; women 54 per cent
- Between the three age groups unawareness is highest (63 per cent) among those 18-30 years of age
- Between the three educational classifications, unawareness is highest (79 per cent) among 5-9th grade
- 57 per cent of the technical people and 59 per cent of the labour category have also not heard the name STEVTA

A similar pattern is observed in response to the question on awareness about the role and functions of STEVTA.

Those who are aware of the roles and functions of STEVTA were further asked whether, in their opinion, STEVTA's policies and programs helped promote WPL. From the average mean values, emerge the most valued customers for STEVTA:

100 per cent of labour and below 10th grade of education think that STEVTA programs and policies "always" help promote WPL.

Female, labour and people with up to 10th grade of education overwhelmingly think that employers give very high importance to STEVTA's certifications.

Expectations from STEVTA center on monetary incentives: 100 per cent of matriculates, 60 per centlabour and, 60per cent women expect that provisioning of incentives by STEVTA would support their learning at workplace. STEVTA's training, though considered valuable at the entry level, is not thought of as a useful vehicle that support WPL.

The next section presents five case studies on WPL, each one support findings of the survey and in the end offers recommendations to promote WPL.

Case Studies on Work Place Learning

Case Study 1: Supportive Supervisor, Superb Learning

By: Tahir Iqbal
- Name: M Rashid (name disguised)
- Designation: Stitching Master
- Location: Karachi

M. Rashid works in the stitching department of a garment factory. He thinks that his supervisor's role in WPL is very important. His supervisor's attention has put him on the right track of his profession. His supervisor's timely guidance and mentoring keeps him working hard and maintains his interest in his profession. He told us that in the early months of his job he found himself under stress because his colleagues often used to ridicule his poor performance. He wanted to either change his profession or switch to another job. But timely encouragement from his supervisor gave him confidence and a strong determination to learn at his work place. He started thinking that his good performance would answer his colleagues' bitter remarks. In his own words, his supervisor says:

Kaka, meri baat ghour say suno! tumhen her haal main kaam sekhna haey chahehay tumko late rukna paray. (Boy, listen to me carefully, you have learn the job even if you have to stay late).

Rashid further quoted his supervisor's words:

Industry main log aik dosray ko tang bhi karatay haen aur rukawaten Bhi daltay haen, magar tum apnay kam se khnay per bhar poor twajja do. Jab tum kaam seekh jao gay yahi log tumhari izat bhi karayen gay aour salam bhi karayen gay. (In industry, people not only disturb but they also create problems. You must only focus on your learning. When you will learn your work, the same people will respect you and salute you.

He said his supervisor's advice remained his guiding light. He learned the job within a few months. His colleagues who used to laugh at his work now admire and appreciate his performance. He believes that all of the credit goes to his supervisor. His mentoring included appreciation and scolding. But the scolding was filled with sincerity and with affection. He gives great respect to his supervisor of whom he lovingly calls Ustaad (teacher). His four years' service have been marked with deep experience and new, innovative skills which he learnt at WP from his supervisor. He considers that his supervisor was always willing to share his knowledge, even while sitting in the canteen of the workplace. Now Rashid is viewed as a 'master' himself. His junior colleagues take lessons from him and consult him with their work problems. He believes that he now has to pass on the torch of knowledge and skills to those who seek his help. He also ardently teaches his juniors not to belittle newcomers.

Lesson from the Case

The lesson derived from this case highlights the role of supervisor. The supervisor is a teacher, mentor and trainer. His/her positive words facilitate the learning of his/her juniors. It is true that at the work place, the supervisor's guidance and timely suggestions contribute a great deal to the grooming of juniors and newcomers. STEVTA, in consultation with employers, may consider developing a cadre of workplace mentors and guides.

Case Study 2: Ethnic Discrimination Prevents WPL

By: Tahir Iqbal
- Name: Khurram Khan (name disguised)
- Position: Assistant Dyeing Supervisor
- Location: Karachi

Khuram Khan said that after completing his Matriculation (Class 10) he started his career at a light engineering industry. He thinks that he was considered as an intruder at his work place. The unfriendly and inhospitable behavior of labourers and even sometime seniors (i.e. his supervisors) alienated and isolated him. He was not told what to do and when to have break. It also happened many times that he was given incomplete information about his tasks. He started in the maintenance department. Ethnic grouping and discrimination forced him to leave the department after three months only while his formal tenure was for six months. He shared two of his bitter experiences, saying that he belongs to a rural area and thinks he was hated. He was told:

Yeh kapray ghar per chore kar aya karo. Tum Shehr maen aaiey ho to humaray jasiayk apray pehno, paindu. (You leave these clothes at home. You have come in city so wear dresses which we wear, you rustic fellow).

He was stereotyped as having poor capacity to learn. He thinks it might be because of his traditional *shalwar qamees* (clothing and his very poor Urdu skills. He said that when he started talking he felt he was humiliated. In his words:

Tumko Urdu bolna to aiti naihi jao pehlay Urdu sekho, Tum mota damagh ka ho sekhna tumharay bus ka kaam nahi haey. Jao koi aour kaam karo. (You cannot even speak simple Urdu. Go and first learn Urdu. Your dull mind does not have the ability to learn anything. Leave this and do something else).

He avoided talking to his colleagues and shut himself off from them. There was no organizational policy against work place discrimination. He could not seek a remedy from anyone. His ethnic group was an insignificant minority at the organization. He sought help from labour leaders, which brought him some relief. However, he could not learn anything worthwhile from his job. He considers that ethnic discrimination and stereotyping were the biggest barriers to his learning. After that, he got a new job in a textile industry, where he flourished. He is now in the dyeing department and he is very

comfortable. He said that whenever he recalls those dreadful days, he feels bitter about the lost opportunities of learning.

Lesson from the Case

Discrimination and ethnic stereotyping are major barriers to WPL. The solution lies in promoting decent work place practices and conventions. STEVTA may engage with employers and labour unions in promoting "the right to learning without discrimination."

Case Study 3: Formal Training Keeps Skills Upgraded

By: Tahir Iqbal
- Name: M. Abbas (name disguised)
- Position: Paint Master
- Location: Karachi

M. Abbas works in the paint department of an automobile industry located in Karachi. According to him, the value of formal training cannot be overstated. He feels that his training provided him with knowledge and expertise. It gave him the confidence to do his job. It helps his workplace learning. He says that in his industry, training of employees was once a regular feature but now it has been stopped. He tried to learn why it has been stopped but could not find the reason. He thinks that without training, he has an old mind in a new body. He commented:

Training k maray baghair kaam ki rafter ahista ho jati hae, regular training kartay rehnay say insan key maharat her waqt karaamad rehtee hey (Without training, my work slows down. Regular training helps keep one's skill updated). Abbas further said, 'meray kaam main naee naee techniques a rahee hain, government kay idaron main un per tarbiyat ka intizam hona chaheya ta ke naujawanu say seekh kar rozgar hasil kar sakain. (New techniques are emerging in my line of work. Government institutions should offer program on these techniques so that young people could learn and seek employment).

He has to apply a trial and error method when he faces some problems. He recalls when he came back from training he would utilize whatever knowledge he had acquired. The new techniques he learnt provided him more than one solution to each problem. He knew how to paint one part of vehicle differently from the other. He proudly narrates that once he painted two joined parts so beautifully that even his seniors could not find the difference.

He added that now new technologies and new methods to paint different parts of the vehicle exist. However, his skills are becoming rusty and he feels he needs to learn newer skills. Now he has started to fear that he might face problem while using the new machines. He recalled that during his training, the new techniques he acquired then not only developed his skill and but boosted his performance.

He could complete his task and target before required time and in the remaining time he was able to start a new task. Abbas said:

kabhi kabhi mera dil karata hay keh mujhay dosri industry join kar laini chahiyay. Ho sakta haey ke training ke leay fund na houn (Sometimes, I think I should join another organization. But I stop thinking that it too might be tight on spending for training).

He hopes that the auto industry will rebound soon and his employer will resume investment in training and development. Meanwhile he is willing to spend some of his saving on his skills up-gradation if a suitable option becomes available.

Lessons from the Case

The current economic downturn is forcing many industries to cut down Training andDevelopment budgets. There are serious-minded people like Abbas who would like to upgrade their skills through Technical Institutions, provided the courses offered are relevant to workplace requirements. STEVTA may need to develop deeper industry linkages to assess work place learning needs and offer solutions accordingly.

Case Study 4: Lessons from a Leading Pharmaceutical Company

By: Khalid Nasir

Learning is inevitable. With forces of change all around, an organization's 'armour' is the talent of its people and training that talent in the workplace is the key to its strength. Creating a living a learning culture has a significant impact on the entire workplace. It makes the organization a high performance unit: it keeps it people engaged and well prepared to beat the competition and to respond to any change.

Just-in-Time Learning for Pharmaceuticals

In training, the term Just-In-Time (JIT) learning relates to informal learning that happens at a workplace. Keeping in view the challenge of learning the 'newest' information that emanates on the frontiers of research, technology, trends and quality compliance, the pharmaceutical industry's lifeline is 'just-in-time learning' in all modes of workplace training. JIT ensures the shortest time between acquiring new knowledge and applying it so the company remains technologically 'savvy', quality compliant and market competitive. Pharmaceutical firms that demonstrate being 'just-in-time learners', by providing their executives and workers opportunities for continuous knowledge of the latest trends, technologies and regulations, are regarded enviously by their competitors, respected as industry leaders and financially sound.

Pakistan's pharmaceutical industry is a story of success marked with vibrancy, growth and acute competition, having made extraordinary business headway and being agile in adopting technological advancements. There were hardly any pharmaceutical companies at the time of Pakistan's independence in 1947. Today, Pakistan has about 400 pharmaceutical manufacturing units, including those operated by 25 multi-nationals operating in the country. In addition, numerous other companies import and distribute pharmaceutical and healthcare products. Multi-nationals were the first to establish the pharmaceutical industry in Pakistan and they brought with them the necessary technology, tools and systems. These multi-nationals were research-based and they held exclusive manufacturing and marketing patents. Very soon they became powerhouses in the industry, developing a large market share and customer loyalty. Gradually as the market and profits increased progressive local investors decided to capitalize on their success by investing in and establishing pharmaceutical firms with foreign collaboration.

Manpower for these national companies was initially "poached" from multi-nationals that brought with them knowledge of business processes, systems and, above all, the multi-national cultural practices that they grafted onto the local business culture. A positive attitude to workplace learning was among the many benefits the borrowed culture introduced to local companies: these companies gladly embraced it acknowledging that a pharmaceutical manufacturer without workplace learning culture is as good as dead! Without effective WPL, they cannot survive. They have to keep their executives and workers abreast of the latest technological developments. The industry players must train, retrain and keep training their workforces on these advancements as they happen, in order to remain competitive and quality compliant.

The early 1990s ushered in a phenomenal change that had far reaching effects on the sector. As in other parts of the world, "generic" (off-patent) pharmaceutical products started making headway under brand names in Pakistan. Being off-patent, they could be manufactured by any company that could ensure regulatory compliance with manufacturing, testing and distributing standards. Sensing the business opportunity, local investors started setting up manufacturing units. Companies with a progressive outlook and run by professionals who were earlier part of multi-national pharmaceutical firms, quickly replicated what proved successful in their former organizations.

Among the many practices they established, an active learning environment was of primary importance. These organizations created open communication cultures; introduced training programs and informal learning to build skills and capacities, and connected the application of learning to improving systems and new ways of doing business. They encouraged participatory management styles and creative thinking and rewarded value-driven employees. Soon these organizations were steadily building a culture that was learning oriented, performance based, and destined to take them to previously unattainable heights. Since pharmaceutical manufacture is a very sensitive and precise procedure-driven business in terms of quality compliance at every step of product life-cycle, excellent management requires continuous skilling and up-skilling of personnel. All pharmaceutical concerns need to demonstrate conformity to the Drug Act of 1976 that regulates the import, export, manufacture, storage, distribution and sales of drugs. They must also conform to

the regulatory compliances established by the Ministry of Health and the Federal Drugs Control Administration, in addition to various other regulatory requirements in effect, including the ones furnished by the newly established (12 November 2012) Drug Regulatory Authority of Pakistan that is responsible for managing and enforcing the country's Drug Act 1976. Moreover, almost all pharmaceutical manufacturers willingly implement and remain compliant with World Health Organization (WHO) standards of quality assurance for production and testing known as current Good Manufacturing Practices (cGMP). In addition to internal controls and systems, many others also abide by standards like the Good Laboratory Practice (GLP); Good Storage Practice (GSP), Good Distribution Practice (GDP) and Good Transportation Practice (GTP). Highly progressive pharmaceutical companies have also embraced certifications and systems like ISO, 5S, HACCP, OHSAS 18001 and others, to rise above the competition in terms of adherence to quality and compliance to standards. Pharmaceuticals engaged in the export of drugs are additionally liable to abide by regulatory standards of the exporting country and many universal drug exporting standards. It can be well realized that an industry so profoundly impacted with observance to regulatory compliance, dealing in products of a sensitive nature , and faced with intense competition and controlled for retail prices, has to have a competent workforce that is motivated by a well-structured learning and development system at the workplace that brings rewards and career advancements.

Having a workplace learning culture and a just-in-time training outlook, to any extent, at a pharmaceutical company is imperative. In fact its extent determines the organization's success. The better the workplace learning culture, the greater the performance of the business. One of the reasons for the outstanding success of many national pharmaceutical companies is the re-creation of the workplace learning culture that originated in the the multi-national pharmaceutical culture but now largely reflects its own unique identity that manifests an eagerness to learn, apply and re-learn in order to change. This keenness to learn, to be the first one to learn the newest practices and to put the learning into practice has spurred these national pharmaceuticals far ahead of numerous multi-national pharmaceuticals.

To thoroughly understand the workplace learning dynamics in a pharmaceutical concern, perspectives have been taken from the top management, managers/supervisors and executive and workers. These are presented in the following section.

The Management's Perspective

"Fostering a learning culture is not an option to choose. It's a given"', said the CEO of a highly progressive national pharmaceutical company. "It's a deliberate way through which leaders within the organization ensure that staff is motivated to take their career as high as they wish and they happily take the company along." He added that changing disease patterns and society's need to have quality medicine at affordable prices, coupled with strong market competition, has changed the way a firm should think and operate. "You can't be a follower anymore. By the time you observe and carefully plan to follow what proved successful, early movers and trend setters get way ahead. It's a planning, executing and planning-on-the-go mantra for a pharmaceutical company if it wishes to

remain cognizant of technological andresearch advancements, changing regulations and quality standards, global impact and changes in levels of services to customers. One of the best ways to respond to all of these changes is to have an effective workplace learning system that prepares the workforce to respond to these challenges".

The CEO also mentioned that learning comprises an integral part of business planning and a dedicated learning section within the HR Department ensures that all levels of executives and workers are engaged to acquire the needed skill set in addition to the development of generic skills. He said that thorough technical training calendars had been developed and workers were given extensive trainings repeatedly on cGMP, quality, compliance, health, hygiene and safety. Pictorial manuals, posters and videos on working practices have been developed to make the Standard Operating Procedures easy to understand. Behavioral trainings like team work, decision making and supervisory skills are mandatory. All new hires are trained prior to entering the work area. A large part of learning activity comprises checking learning retention and impacts on working practices. Training audits are also conducted. Job rotations are encouraged to cross pollinate the learning. Workshops are held in which workers share their inputs for system and quality improvement. The quality control and assurance department is responsible for sharing new developments in research, drug development and safety. To ensure that new learning is absorbed and being applied at work, informal discussions and tests are held. He added that 90 per cent of their supervisors and senior level workers had been promoted from the lower ranks, demonstrating the company's focus on having extensive and continuous training and grooming.

Executive development is also a vital part of workplace learning. A competency-based system of Training Needs Analysis (TNA) is carried out to record individual needs and is aligned to business goals and performance outcomes. Learning guidance is also provided. Employees with high potential and employees marked for promotion are given a separate set of trainings and exposure. Extensive and continuous learning programs related to product knowledge and behavioral skill development are carried out for the sales force by a dedicated department. Both external and internal trainings are conducted, with frequent sessions by foreign trainers. Executives are given opportunities to join professional forums for learning and networking and are encouraged to share their learning at their workplaces. In-house learning resources and knowledge repositories like libraries, research journals and videos are provided. Above all, recognition of learning is ensured, especially informal learning because it happens due to self initiative and motivation. "I conduct a yearly 'vision and business strategy sharing' workshop for all employees and meet with the workforce frequently to listen to them and to put their ideas into practice." The CEO mentioned that all of these activities have helped in creating an agile organization and a highly motivated workforce that is equipped to progress.

The Manager / Supervisor's Perspective

"Our workers never leave and executives like to be re-hired if they leave for better career prospects. They say they miss our culture!"a senior supervisor mentioned proudly. "The kind of supportive and collaborative culture we practice, where constructive criticism and feedback are encouraged, is hard

to find anywhere else. We are not office colleagues but family members to each other." Similar feelings were expressed by a manager who said that even if somebody does not want to learn, there is so much training happening, lots of sharing of ideas and learning, opportunities to innovate, joint projects and rewards on implementing, that there is no seclusion for anybody. Either they become part of the learning culture or they leave".

Both the manager and supervisor agreed that they are encouraged to reinforce a learning environment from the top and hence they feel motivated to practice it. "A few years ago, the company squeezed the budget for trainings and employees were de-motivated due to the lack of learning opportunities. However, an idea was initiated in which each employee had to conduct an informal session over tea: that person narrated a book that he or she had read, to colleagues, shared the learnt lessons and based on those lessons, suggested at least two actions that could be taken to improve skill, behavior or outlook towards life. The activity engaged the staff and the outcomes were very productive".

They also noted that a part of managers' and supervisors' performance appraisal is to identity staff learning needs and to help them apply the learning. There are awards for the best learning implemented. They mentioned that team leaders hold frequent team building activities with their staff in and outside the work settings to generate and exchange ideas. Structured training programs are also scheduled through a learning calendar which is generally enriched during the year due to new developments and changes in pharmaceutical related activities. On-the-job training for workers is essential and employees are frequently rotated to learn the overall working procedures to enable them to fill in for absentees of any area and to be readily available for senior slots. "Many of our supervisors and team leads are trainers for junior staff. They train them and observe and check them while the worker is busy doing his/her work and facilitate them to remember the learning if worker does not perform well. The best implementers of learning are selected as co-trainers. It is like living, learning and implementing all the time and we like such living!"

The Employees' / Worker's Perspectives

An equally enthusiastic response was indicated from employees and workers. It was mentioned that the organization practices an open communication culture where they can discuss ideas, issues and challenges with their colleagues and seniors without any fear. "We are in trouble if we don't learn on our own or don't let others learn from us,' a worker declared. "We are supported by our supervisors when we make mistakes because if they don't make it correct for us, we have to learn the right way to correct it by ourselves and this we do either by discussing with senior colleagues or asking to attend the next training program related to the issue". An executive shared that she is encouraged to be a part of joint projects by her manager and is expected to suggest new ideas and working ways to save costs and to make complex procedures simple. Another officer mentioned that his ideas for improvement are respected by his manager and his manager has often shared those ideas (with his name) at senior forums: some of those ideas have been implemented. "The 'learning opportunity is immense", he said, "it only requires self-motivation and a will to make a difference".

Others shared that they get overwhelmed at times by the opportunities of learning getting created around them and they need to stay away from anything new just to keep themselves on track to make the activities in hand successful. They are expected to call their own shots while reflecting on their learning because managers trust them. Many seniors are mentors to their staff. "We feel like we are riding a wave of energy that is transferring its energy into us" a senior worker said. "Workplace learning in our culture is so natural to us that we don't feel we are being given knowledge on new things. I even share what I learn with my children to inspire them".

It was communicated by employees that after formal learning, most learning takes place through "peeragogy" (learning through peers). When we asked a medical representative (sales person) about his views on workplace learning and the learning culture, he said that at times he feels that the company is paying him only to get trained! Due to the introduction of new brands of drugs and intense market competition, the sales team is trained extensively and expansively on products and sales techniques along with exposure sessions to new developments happening in the pharmaceutical world. "I share my knowledge with medical representatives of other companies when waiting to meet doctors in clinics and hospitals. They generally look at me strangely and ask how I get to know all of this. My answer is usually followed by a request from them to keep an eye for any job opening in my company! And that's where I like to go back and learn some more".

Conclusion

It can be safely concluded that creating, supporting and valuing workplace learning in all of its forms is considered critical and business-based by all pharmaceutical concerns. The varying extent of its application, however, distinguishes 'sprinter' organizations from 'joggers'. Given the need to remain updated and train their staff on the latest drug developments, changing regulatory requirements, technological advancements and the need to survive the cut-throat market competition, a pharmaceutical firm's sustainability tool is the ability to have a workplace learning culture. This helps them to achieve their learning objectives through just-in-time training and makes the organization less vulnerable to external business threats: it also prepares it to meet challenges, develop a motivated staff and increase employer branding. Keeping in view the outstanding progression of many nationally branded generic pharmaceuticals and the gradual exit, merger and acquisition of multinational pharmaceutical concerns provides yet another opportunity for local companies to continue nurturing their workplaces for a learning-oriented culture. This will mean they can become multinationals themselves and can return the favour of cascading a workplace learning culture to local firms in other parts of the world in the same way that initially multinationals did for them in Pakistan, and perhaps in a more effective manner.

Recommendations

1. There is a need for an independent study to develop a pharmaceutical-specific standard list of skills, both technical and behavioral, required for workers: to increase workers' employability and to promote standard practices in pharmaceutical companies.

2. Training in the most needed skills across the pharmaceutical industry, using ILO accreditation on courses and STEVTA as an implementing partner, would be highly welcomed by the industry.

Case Study 5: An Industry Perspective on WPL from the FMCG Sector

By: Khalid Nasir

Preamble

Creating, supporting and valuing a learning culture all have a significant impact in a workplace. Ongoing learning and training ensures skilling and up-skilling of executives and workers; make the organization a high performance entity and keep it prepared to face competition and change.

The Fast Moving Consumer Good (FMCG) industry in Pakistan has evolved significantly over the years and has witnessed unprecedented progress: this is especially true of the food and beverages sector that has taken quantum leaps in profitability and growth. This sector has invested extensively in the development and deployment of systems based on best business and employer practices. Among them, the conscientious fostering of learning cultures at their workplaces has brought many benefits. A study of FMCGs, particularly organizations of national origin, reveals that an organization with a workplace learning culture exceeded general expectations of performance and became a role models for others. The company proved to be better equipped to withstand competition, demonstrated superior business performance, achieved better quality in products and services, enjoyed customers' reliability, remained agile and adaptable to change and benefitted from employee loyalty and commitment.

The concept and practice of formal and informal workplace learning and inculcating a workplace learning culture in FMCGs was brought to Pakistan mainly by multi-national companies which had well-established training systems given by their parent organizations. A few enlightened national groups in the sector followed their footsteps and began nurturing a learning culture based on the concepts borrowed mostly from Japan or the West. Others jumped on the bandwagon.

Those who got lost in the woods

FMCGs who viewed workplace learning as another opportunity to raise their heads above the others and adopted it just to be there in the 'league', soon found themselves being pulled into a non-revenue, long-term, commitment-oriented activity that was not good enough to make more money for business growth. With business expansion and ballooning revenues, the urgency to rapidly produce in large numbers and for large markets and to quickly earn more revenue distracted a large number of local FMCG organizations and hence their learning cultures never matured into workplace

learning cultures. Learning activities in these organizations became obligatory with zero or minimum linkage to employees' career development, corporate strategies or performance development. The absence of a learning culture and a structured system to promote continuous learning and development is often the cause of high employee turnover in these organizations.

While hiring lower-level skilled workers and under-educated unskilled youth for entry level positions, it is common in these organizations to hire and then train inexperienced personnel. To impart skills and relevant job knowledge to these new hires, organizations rely mostly on informal on-the-job training (OJT) with peers and supervisors coaching in the rudiments of jobs: the person learns either by performing the job or by observing peers and the supervisor. Since this mode of training is inexpensive, trainees remain productive while learning, and the supervisors are directly responsible for the success or failure of learning. This eventually reflects on his or her own performance. OJT is the only systematic training available in these organizations with occasional other technical or behavior based training. Although OJT enables employees to 'learn the ropes' and quickly become productive, the drawbacks of this 'informality approach' in training become evident when an organization fails to create a sustainable structure of learning that is documented and evaluated and is linked to broad-based outcomes and rewards.

A similar approach to developing management skills in executives can be witnessed in these organizations. Performance deficiencies can be observed in many organizations due to the lack of a strategic context of training and its impact on employees' skill-sets. While these organizations do not invest the required time and energy to develop a holistic business strategy, their strategies remain focussed on achieving sales targets and financial growth. Training activities do not become an integrated, structured and focused function of the organization. Trying to remain competitive, these companies do spend a lot of money on training. However, due to the detachment of training activities from business goals and in the absence of a learning culture, the volume of trainings organized rarely makes concrete contributions to the business goals of the organizations.

Those who came out ... shining

Will, vision and perseverance on the other hand, brought success to a lot of FMCGs. They accomplished, to various extents, what we call a conducive learning culture. Their commitment to creating an 'attitude of learning' fostered a culture of continuous learning, both for executives and workers. They have successfully created a culture that values and rewards continuous learning. They have made training and learning an integral part of their business planning routine and increased the innovative capabilities and working capacities of their organizations through learning.

These progressive, system-oriented and vision-focused organizations have integrated learning with business strategies and they live on the 'cutting-edge' of the learning curve. They are the first to embrace change and agile in bringing innovation to systems, products and way of doing business. These organizations create opportunities to apply learning in work settings by being innovative: they encourage feedback and open communication; manage and measure performance, encourage job

rotation and foster generic skills like communication, problem solving, team work, time management, customer services and delegation both for executives and workers. That is the reason these organizations offer their employees an enriching, extended and fulfilling career with far less employee turnover than their competitors.

These organizations have set up both on-job-training (OJT) and job instruction training (JIT) for workers' skill formation. Using JIT, each job has been documented and explained step by step, often with pictures and 'dos and don'ts' in the form of JIT manuals. Many organizations have deployed OJT and JIT in the form of audio-visual trainings, vestibule (simulated) trainings and computer-based trainings (CBT), along with maintaining a learning calendar for behavioral based trainings. In addition to technical trainings, their workers are also extensively trained on workplace safety, hazard control, fire-fighting, first- aid and Health and Safety Environment (HSE) and are rewarded when they show compliance with the learning. These organizations also indoctrinate employees into the organization's work ethics, practices and values so that the learning culture continues to evolve yet remains true to its roots. They have fully functional in-house training departments and management development centers that create, connect and measure the training activities while boosting a learning culture that is characterized by high performance, meritocracy, team work, change and lifelong learning behaviors.

Management development also comprises a large part of the workplace learning in these organizations. Extensive competency-based external and internal trainings with formal (structured trainings programs led by trainers, video sessions, e-learning, accelerated trainings) and informal (discussions, mentoring sessions, in-house trainings, self-study) approaches can be observed. Customized trainings are organized to create individual focused and business based competencies. FMCGs with small business set up are generally found to have more informal training approach with periodic formal programs.

Organizations with a living workplace culture provide executives the opportunities to join social and professional groups so that they can learn and develop their mental horizons. Joint projects and job rotations are encouraged. Innovation is supported and many organizations regularly hold brainstorming programs for idea development and 'out-of-box' thinking and use the outcomes for business outputs.

As learning coupled with performance forms the basis of promotion and reward in these organizations, performance measurement and the impact of trainings on the strategy of the business is accurately monitored and fully documented so that the return on training investment can be ensured. This also results in a workplace learning culture that continues to promote a rewarding environment for both the organization and its staff.

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The study of workplace learning at FMCGs highlights many enabling and disabling factors that cause either a conducive or a restrictive learning culture. The enablers complement each other and their combined force creates an ambiance that helps to cultivate a culture that values and promotes workplace learning. Disablers, on the contrary, inhibit the development of a learning culture and the presence of even one disabler in the organizational culture is enough to restrict workplace learning.

A framework of workplace enablers and major key disablers has thus been derived from the discussions. It is shown below.

ENVIRONMENTAL ENABLERS
- Technological changes - Market competitiveness
- Star performers retention - Globalization
- Regulators policies - Change in the workplace
- Changing nature of product, services and customers

WORKPLACE ENABLERS
- Top management's commitment - Opportunities to apply learning
- Learning linked to business strategy, performance and rewards
- Feedback – Progressive change focused culture
- Knowledge base of senior employees
- Structured in-company training system - Talent driven organization

SELF-BASED (Employee) ENABLERS
- Attitude of learning
- Desire to excel and to get ahead of the competition
- Initiative taking
- Innovation
- Career opportunities in and outside the company
- Personal goals
- Personal satisfaction

PEER-BASED ENABLERS
- Open communication where peers discuss issues and challenges with each other without any fear
- Joint projects and interdependent tasks
- Fluid organizational structure

SUPERVISOR-BASED ENABLERS
- Supportive & collaborative
- Mentoring/Role modeling
- Demonstrated willingness to listen and change
- Team building settings
- Constructive feedback
- Ability to show 'big picture'
- Encourage informal learning and new ways of doing work

OUTCOMES FOR ENTERPRISE
- Positive impact on top and bottom lines
- Motivation - Staff retention - Learning culture

Workplace Learning Disablers

At the other end of the spectrum, there are many disabling factors that cause a restrictive learning culture. These are discussed below:

1. Corporate commitment to creating a workplace learning environment is uneven and half-hearted. Many organizations' approach to get on a training 'venture' is either reactionary to a disaster at work or forced by regulators.
2. An impatient corporate desire to see the quantifiable results of training.
3. A closed communication culture.
4. Formal training is still viewed as an expense instead of an investment and it is feared that the money spent on training will go to waste when employees leaves the organization
5. Trainings are token of attendance and activity having no link to performance, business goals or rewards for employees.
6. Perfunctory functions of regulatory bodies especially related to labour and quality compliance. These regulators tend to shy away from stressing the organization's need to put equal, if not more, energy and commitment into 'bringing to life' the training and development programs out of their annual audit record files.

Conclusion

A learning culture and learning at the workplace does not happen by itself. Phil Hodkinson, Professor of Lifelong Learning at University of Leeds (UK) said that "the practices of a workplace are rooted in the history of the workplace and workplace learning happens through the everyday work practices of workers". Hence the creation of a workplace learning culture is integral to organizational values, norms, practices and working conditions. It develops as a gradual process that evolves by having planned and unplanned activities chaperoned by management's long term commitment. A poor culture breeds poor working practices and disables a facilitating learning environment. Except for a few progressive organizations and multi-nationals, by and large local FMCGs in Pakistan need to realize that the learning of both workers and executives is as important as productivity and financial success and their energies should be focused on creating a culture that nurtures synergistic and expansive workplace learning.

Recommendations

1. Constitute industry-focused programs to express a positive and facilitating approach by labour and quality compliance regulators or Institutes to help organizations implement a workplace learning culture
2. Conduct needs analysis surveys of industry requirements in terms of 'wanted skills and behaviors' and support organizations in imparting those skills.
3. Ensure accreditation of generic skills' trainings and the development of industry-specific

training packages to create a uniform set of skills and knowledge that would increase worker employability and standard practices in organizations.

Concluding Remarks and Recommendations

WPL is widely prevalent in many forms. So is the recognition of its value and importance among men and women of all age groups, qualifications and hierarchical positions across a wide range of industries. For some, certain means and sources of WPL are more important than others. Invariably, all respondents have attached great value to WPL, which is the single major source of professional development for women, people with lower qualifications, and labourers. These are are also the people who place the highest value of STEVTA courses, qualifications and certifications. At the same time, they are also the people to whom STEVTA is not reaching out vigorously enough. Hence STEVTA seems to be operating below its potential of serving the needs of the majority of people at workplaces across all industries and sectors.

WPL is directly linked with productivity, which directly serves the interests of the employers. They naturally have an interest in WPL and they are willing to support initiatives that promote the quality of the work force. Employers have a set of expectations from STEVTA, which it is unable to meet because it is no tattuned to fast-changing work force training and development needs.

There are reported barriers to WPL as well; some of them seem to violate labour rights and decent workplace practices. A relevant example is high workloads that prevent learning and exploit the work force. In light of the study findings, the following recommendations can be made.

For the ILO

- Incentivisation of WPL for both employers (such as tax rebates) and employees (e.g. stipends and scholarships)
- Promotion of decent work place agendas across industries

For STEVTA

- Strengthening of linkages with industry
- Development and promotion of STEVTA as a preferred brand of accredited technical education
- Revival and promotion of apprenticeship programs.

Annexure

ANNEX 1

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Survey Results and Presentation

A Note to Readers:Readers are advised to keep the following in mind while reading the graphs:

Column figures are percentages

DK/NR denotes "Do Not Know/ No Response"

Overall there are four sections, one each on:

- Respondents' Demographics
- Existence, Types and Opportunities of WPL
- Barriers, Motivations and Enablers for WPL
- Knowledge of and Expectations from STEVTA

Thick, blue, dashed vertical line separate blocks of demographic variables:

- Total
- Gender
- Age
- Education
- Hierarchal Position Held
- Nature of Job

Each finding is thus presented within these six blocks of variables.

Demographics

Gender

Legend: ■ Male ■ Female

Categories (x-axis): Total (200), 18 to 30 yrs (118), 31 to 40 yrs (53), 41 to 50 yrs (29), 5 to 9th class (38), Matric\Intermediate (67), Graduate\Post graduate (95), Manager/Supervisor (120), Labor/Worker (80), Non technical (80), Technical (119)

Category	Male	Female
Total (200)	77	23
18 to 30 yrs (118)	68	32
31 to 40 yrs (53)	91	9
41 to 50 yrs (29)	90	10
5 to 9th class (38)	79	21
Matric\Intermediate (67)	72	28
Graduate\Post graduate (95)	80	20
Manager/Supervisor (120)	83	18
Labor/Worker (80)	69	31
Non technical (80)	74	26
Technical (119)	79	21

Age Group (S4)

Legend: ■ 18 to 30 yrs ■ 31 to 40 yrs ■ 41 to 50 yrs

Categories (x-axis): Total (200), Male (154), Female (46), 5 to 9th class (38), Matric\Intermediate (67), Graduate\Post graduate (95), Managerial/Supervisor (120), Labor/Worker (80), Non technical (80), Technical (119)

Category	18 to 30 yrs	31 to 40 yrs	41 to 50 yrs
Total (200)	59	27	15
Male (154)	52	31	17
Female (46)	83	11	7
5 to 9th class (38)	63	21	16
Matric\Intermediate (67)	54	34	12
Graduate\Post graduate (95)	61	23	16
Managerial/Supervisor (120)	51	31	18
Labor/Worker (80)	71	20	9
Non technical (80)	63	25	13
Technical (119)	56	28	16

Respondents' Education (S2A)

Legend: 5 to 9th class | Matric\Intermediate | Graduate\Post graduate

Category	5 to 9th class	Matric\Intermediate	Graduate\Post graduate
Total (200)	19	34	48
Male (154)	19	32	50
Female (46)	17	41	42
18 to 30 yrs (118)	20	30	49
31 to 40 yrs (53)	15	44	42
41 to 50 yrs (29)	21	27	52
Manager/Supervisor (120)	5	23	73
Labor/Worker (80)	40	51	10
Non technical (80)	4	19	78
Technical (119)	29	43	27
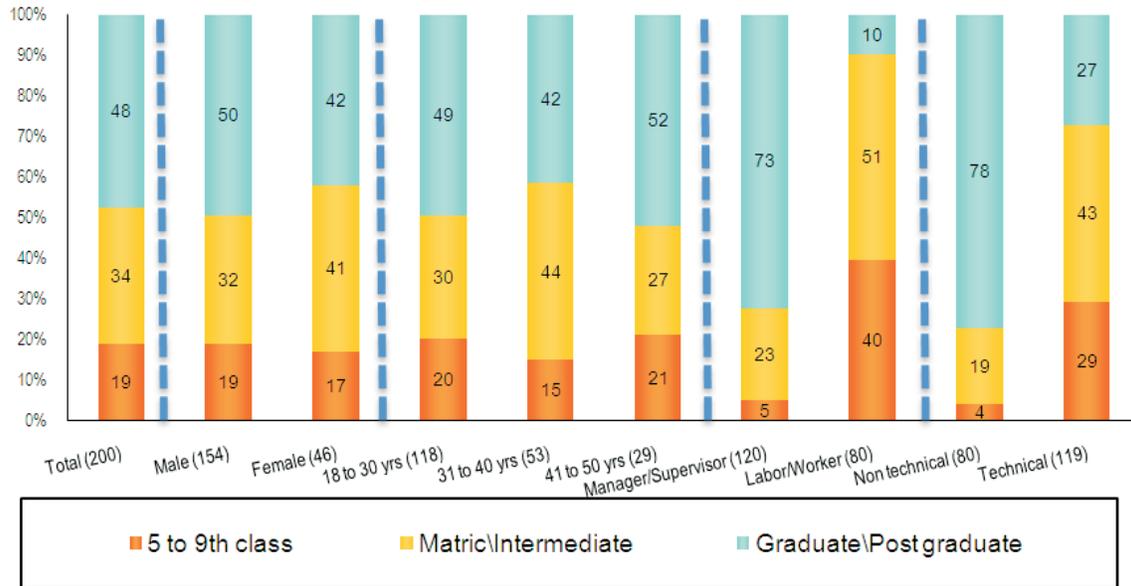
Hierarchical Classification

Legend: Manager/Supervisor | Laborer/Worker

Category	Manager/Supervisor	Laborer/Worker
Total (200)	60	40
Male (154)	64	36
Female (46)	46	54
18 to 30 yrs (118)	52	48
31 to 40 yrs (53)	70	30
41 to 50 yrs (29)	76	24
5 to 9th class (38)	16	84
Matric\Intermediate (67)	40	60
Graduate\Post graduate (95)	92	8
Non technical (80)	81	19
Technical (119)	45	55

Length of Service (S2B)

	Total (200)	Male (154)	Female (46)	18 to 30 yrs (118)	31 to 40 yrs (53)	41 to 50 yrs (29)	5 to 9th class (38)	Matric\Intermediate (67)	Graduate\Post graduate (95)	Manager/Supervisor (120)	Labor/Worker (80)	Non technical (80)	Technical (119)
More than 10yrs	17	18	13	3	30	50	11	13	25	10	21	18	16
6 to 10yrs	27	27	24	29	25	21	37	26	22	23	29	21	31
1.5 to 5yrs	57	55	63	69	45	29	53	62	52	68	50	61	53

Legend: ■ 1.5 to 5yrs   ■ 6 to 10yrs   ■ More than 10yrs

Work Place: Function/Department (S3C)

	Total (200)	Male (154)	Female (46)	18 to 30 yrs (118)	31 to 40 yrs (53)	41 to 50 yrs (29)	5 to 9th class (38)	Matric\Intermediate (67)	Graduate\Post graduate (95)	Manager/Supervisor (120)	Labor/Worker (80)
Production/Technical	60	61	54	57	62	66	92	78	34	45	81
Support: S&M/Finance/HR	40	39	46	43	38	34	8	22	66	55	19

Legend: ■ Support: S&M/Finance/HR   ■ Production/Technical

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Existence, Types and Opportunities for Workplace Learning

My Workplace/Organization Is A Great Place To Learn (Q1A)
- Overall Impression of WP

Legend: 5. Strongly agree | 4. Quite agree | 3. Neither agree nor disagree | 2. Quite disagree | 1. Strongly disagree | — Mean

Reasons For Q1A Response (Q1B)

	Total (195)	Male (150)	Female (45)	18 to 30 yrs (113)	31 to 40 yrs (53)	41 to 50 yrs (29)	5 to 9th class (38)						
Training	74%	71%	87%	78%	68%	72%	79%	72%	74%	77%	71%	76%	74%
Environment	40%	38%	47%	41%	43%	31%	39%	43%	38%	36%	46%	45%	37%
Peer	20%	20%	20%	19%	21%	21%	21%	28%	13%	16%	27%	14%	24%
Motivation	7%	7%	9%	8%	6%	7%	8%	12%	3%	8%	6%	4%	9%
Facility	2%	1%	4%	2%	2%	0%	5%	0%	1%	1%	3%	0%	3%
NR/DK	2%	3%	0%	1%	4%	3%	0%	1%	3%	3%	1%	1%	2%

Is Structured Training Provided By Your Employer? (Q2A)

Category	Yes	No
Total (200)	90	11
Male (154)	88	12
Female (46)	96	4
18 to 30 yrs (118)	87	13
31 to 40 yrs (53)	91	9
41 to 50 yrs (29)	97	3
5 to 9th class (38)	92	8
Matric\Intermediate (67)	93	7
Graduate\Post graduate (95)	86	14
Manager/Supervisor (120)	91	9
Labor/Worker (80)	88	13
Non technical (80)	88	13
Technical (119)	91	9

Types of Training Provided (Q2B)

	Total (179)	Male (135)	Female (44)	18 to 30 yrs (103)	31 to 40 yrs (48)	41 to 50 yrs (28)	5 to 9th class (35)	Matric\Intermediate (62)	Graduate	Manager/Supervisor	Labor/Worker	Non technical	Technical
Regular in-house training	89%	87%	95%	86%	92%	96%	100%	98%	78%	83%	99%	86%	92%
Through trainers in house	56%	51%	73%	60%	54%	46%	74%	53%	51%	55%	59%	50%	61%
Through trainers off-site	37%	33%	48%	33%	44%	39%	20%	52%	33%	41%	30%	31%	41%
Through training institutions	27%	24%	39%	28%	23%	32%	17%	39%	23%	28%	27%	29%	27%
Through training videos	22%	18%	34%	20%	27%	18%	17%	31%	17%	25%	17%	19%	24%
Through e-courses/e-learning	12%	13%	11%	13%	15%	7%	6%	13%	15%	18%	3%	17%	9%

Are Opportunities Provided To Learn From Every-Day Work Experience? (Q3A)

	Total (200)	Male (154)	Female (46)	18 to 30 yrs (118)	31 to 40 yrs (53)	41 to 50 yrs (29)	5 to 9th class (38)	Matric\Intermediate (67)	Graduate\Post graduate (95)	Manager/Supervisor (120)	Labor/Worker (80)	Non technical (80)	Technical (119)
No	18	22	2	16	17	24	21	13	19	18	18	21	14
Yes	83	78	98	84	83	76	79	87	81	83	83	79	86

■ Yes   ■ No

Sources of Everyday Learning Q3A (Q3B)

	Total (166)	Male (120)	Female (45)	18 to 30 yrs (99)	31 to 40 yrs (44)	41 to 50 yrs (22)	5 to 9th class (30)	Matric\Intermediate (58)					
Training	61%	64%	51%	55%	74%	59%	70%	64%	55%	61%	61%	53%	65%
Peers	52%	42%	76%	57%	44%	41%	60%	57%	44%	47%	58%	52%	51%
Environment	21%	19%	24%	24%	16%	14%	7%	10%	35%	27%	12%	39%	10%
Management	13%	13%	13%	12%	9%	23%	17%	17%	8%	10%	17%	5%	18%
Opportunity	8%	8%	7%	11%	5%	0%	7%	3%	12%	10%	5%	11%	6%
Evaluation	4%	3%	7%	5%	2%	5%	3%	3%	5%	6%	2%	8%	2%

Given The Nature of Your Work, The Learning Opportunities At Your Work Place Are: (Q4)

Legend:
- 5: Extremely high
- 4: Higher
- 3: Just adequate
- 2: Very few
- 1: None of all
- Mean

Is There A Proper Training and Development Function In Your Organization? (Q5)

Legend:
- Yes
- No
- In process

Means of Learning Available At Your Workplace: (Q6)

	Total (200)	Male (154)	Female (46)	18 to 30 yrs (118)	31 to 40 yrs (53)	41 to 50 yrs (29)	5 to 9th class (38)	Matric\Intermediate (67)	Graduate\Post graduate (95)	Manager/Supervisor (120)	Labor/Worker (80)	Non technical (80)	Technical (119)
On-job training	89%	86%	100%	88%	89%	93%	100%	99%	78%	83%	99%	84%	93%
Learning from colleagues	77%	73%	91%	78%	77%	72%	76%	84%	73%	72%	85%	71%	81%
Work-related technical training	69%	64%	85%	68%	66%	76%	74%	88%	53%	63%	78%	51%	80%
Short training courses	40%	31%	72%	40%	40%	41%	32%	51%	36%	44%	34%	35%	44%
Trining courses from technical…	23%	19%	37%	19%	23%	38%	13%	33%	20%	23%	23%	20%	25%
Degree programs from…	12%	10%	15%	12%	13%	7%	5%	15%	12%	13%	9%	14%	10%
On-line training courses	9%	7%	13%	9%	9%	3%	3%	7%	12%	12%	4%	10%	8%
All of the above	3%	3%	2%	4%	0%	0%	0%	0%	5%	4%	0%	5%	1%
None of the above	1%	1%	0%	1%	2%	0%	0%	1%	1%	1%	1%	3%	0%

Does Employer Formally Undertake Learning Need Assessment? (Q7)

	Yes	No	Don't Know
Total (200)	67	22	12
Male (154)	62	28	10
Female (46)	80	2	17
18 to 30 yrs (118)	58	26	15
31 to 40 yrs (53)	72	21	8
41 to 50 yrs (29)	90	7	3
5 to 9th class (38)	53	34	13
Matric\Intermediate (67)	76	12	12
Graduate\Post graduate (95)	65	24	11
Manager/Supervisor (120)	73	18	9
Labor/Worker (80)	56	29	15
Non technical (80)	66	21	13
Technical (119)	67	23	10

Do You Think That the Organization's Policies Promote Work Place Learning? (Q8)

Category	Yes	No
Total (200)	76	24
Male (154)	69	31
Female (46)	100	0
18 to 30 yrs (118)	77	23
31 to 40 yrs (53)	74	26
41 to 50 yrs (29)	76	24
5 to 9th class (38)	71	29
Matric\Intermediate (67)	87	13
Graduate\Post graduate (95)	71	29
Manager/Supervisor (120)	77	23
Labor/Worker (80)	75	25
Non technical (80)	69	31
Technical (119)	81	19

Examples of Policies that Promote WPL (Q8B)

	Total (152)	Male (106)	Female (46)	18 to 30 yrs (91)	31 to 40 yrs (39)	41 to 50 yrs (22)	5 to 9th class (27)	Matric\Intermediate (58)					
Formal Training	68%	64%	78%	71%	64%	64%	56%	69%	73%	78%	53%	73%	67%
Environment	38%	36%	41%	40%	38%	27%	33%	47%	31%	35%	42%	36%	38%
Performance Appraisal	27%	27%	26%	25%	28%	32%	30%	31%	22%	23%	33%	20%	31%
Motivation	11%	13%	7%	10%	15%	9%	30%	12%	3%	1%	27%	5%	15%
Management	1%	1%	0%	0%	3%	0%	0%	2%	0%	1%	0%	0%	1%

48

There Is A Conducive Environment For Work Place Learning In Your Organization? (Q9A)

| | 5. Strongly agree | 4. Quite agree | 3. Neither agree nor disagree | 2. Quite disagree | 1. Strongly disagree | Mean |
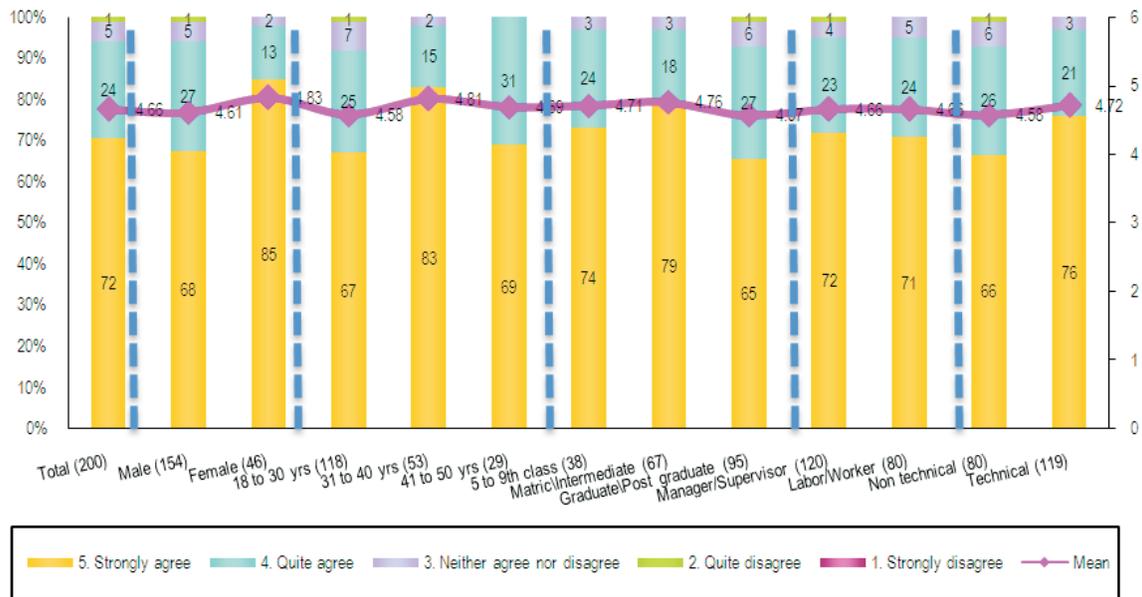
Reasons for Conducive WP Environment (Q9B)

	Total (200)	Male (154)	Female (46)	18 to 30 yrs (118)	31 to 40 yrs (53)	41 to 50 yrs (29)	5 to 9th class (38)	Matric\Intermediate (67)	Graduate\Post graduate (95)	Manager/Supervisor (120)	Labor/Worker (80)	Non technical (80)	Technical (119)
Guidance	56%	58%	50%	49%	64%	69%	53%	72%	46%	51%	63%	52%	59%
WP Environment	41%	40%	46%	37%	45%	48%	24%	39%	50%	49%	30%	36%	44%
Learning Facilities	38%	34%	50%	43%	30%	28%	34%	40%	37%	36%	40%	38%	38%
Incentive	9%	7%	17%	6%	15%	10%	13%	12%	5%	9%	9%	9%	9%
Performance Appraisal	6%	3%	15%	7%	4%	7%	5%	0%	11%	9%	3%	12%	3%
NR/DK	5%	5%	4%	5%	6%	0%	5%	6%	3%	3%	6%	4%	5%

There Are Barriers Or Hindrances That Block Work Place Learning In Your Organization (Q10A)

Legend:
- 5. Strongly agree
- 4. Quite agree
- 3. Neither agree nor disagree
- 2. Quite disagree
- 1. Strongly disagree
- Mean

Types of Barriers that Exist In Organization (Q11)

Barrier	5: Bigest hurdle	4:	3:	2:	1: Smallest hurdle
The owners/employers do not consider learning as important	8	8	33	11	39
My own department/boss is not helpful	8	6	14	22	50
HR or Traning Department is not functioning well	17	14	11	6	53
There is no encouragement for learning	8	11	17	25	39
There is no monetary incentive for learning.	17	17	11	17	39
I do not have interest in learning from my current job	0	14	11		75
There is lack of career guidance	14	11	25	25	25
The workload is too much	28	19	25	6	22
Organization does not give time off for learning/self development	19	14	11	28	28
My colleagues attitude prevents workplace learning	3	6	8	22	61
There is shortage of people to learn from	19	19	14	19	28

Legend:
- 5: Bigest hurdle
- 4:
- 3:
- 2:
- 1: Smallest hurdle

What Motivates You Most Towards Work Place Learning? (Q12)

Category	3: Very Important	2: Somewhat important	1
Increase in salary	71	29	1
Chance for promotion	83	16	2
Increase in personal competency	77	22	1
Future career growth	72	28	1
Personal interest	78	21	1
Increase in job performance	82	17	1

Legend:
- 3: Very Important
- 2: Somewhat important

In My Organization, Leaders Generally Support Requests For Learning Opportunities And Training (Q13)

Group	3: Always	2: Often	1: Never
Total (200)	65	33	3
Male (154)	56	40	3
Female (46)	91	7	2
18 to 30 yrs (118)	67	30	3
31 to 40 yrs (53)	62	34	4
41 to 50 yrs (29)	59	41	
5 to 9th class (38)	71	29	
Matric\Intermediate (67)	73	27	
Graduate\Post graduate (95)	56	38	6
Manager/Supervisor (120)	63	33	5
Labor\Worker (80)	68	33	
Non technical (80)	59	35	6
Technical (119)	69	30	1

Legend:
- 3: Always
- 2: Often
- 1: Never
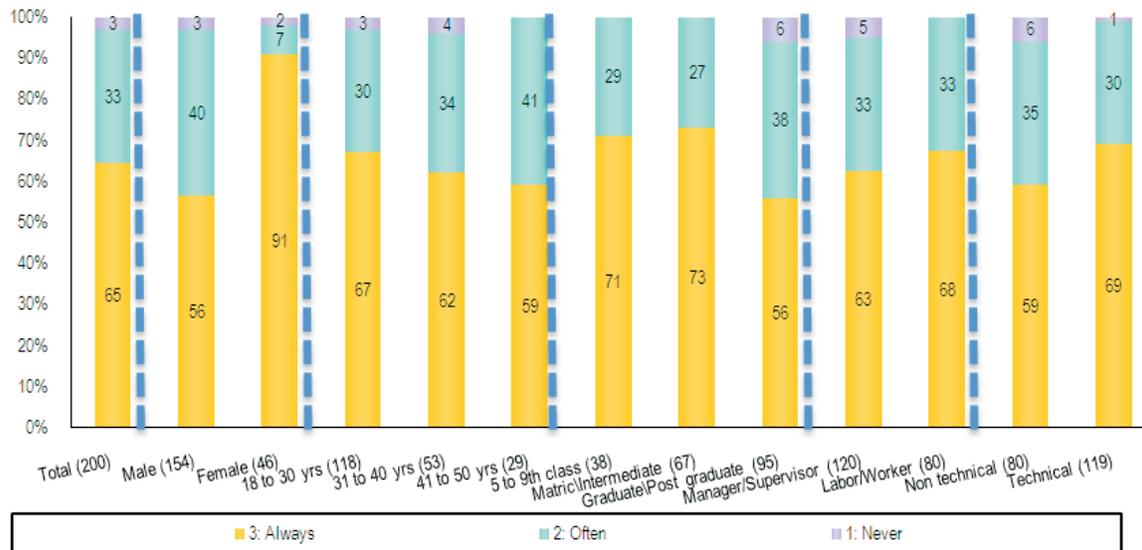
People Are Rewarded For Learning At Your Workplace (Q14)

Categories (left to right): Total (200), Male (154), Female (46), 18 to 30 yrs (118), 31 to 40 yrs (53), 41 to 50 yrs (29), 5 to 9th class (38), Matric\Intermediate (67), Graduate\Post graduate (95), Manager/Supervisor (120), Labor/Worker (80), Non technical (80), Technical (119)

Category	1: Never	2: Often	3: Always
Total (200)	47	27	27
Male (154)	50	25	25
Female (46)	35	30	35
18 to 30 yrs (118)	42	30	29
31 to 40 yrs (53)	55	21	25
41 to 50 yrs (29)	52	24	24
5 to 9th class (38)	50	26	24
Matric\Intermediate (67)	46	21	33
Graduate\Post graduate (95)	45	31	24
Manager/Supervisor (120)	43	27	30
Labor/Worker (80)	51	26	23
Non technical (80)	50	23	28
Technical (119)	45	29	27

Legend: 3: Always, 2: Often, 1: Never

Colleagues Openly Help Each Other Learn (Q15)

Category	1: Never	2: Often	3: Always
Total (200)	2	31	68
Male (154)	2	38	60
Female (46)	2	7	91
18 to 30 yrs (118)	2	27	71
31 to 40 yrs (53)	2	38	60
41 to 50 yrs (29)	3	31	66
5 to 9th class (38)	5	37	58
Matric\Intermediate (67)		28	72
Graduate\Post graduate (95)	2	29	68
Manager/Supervisor (120)	2	28	70
Labor/Worker (80)	3	34	64
Non technical (80)	3	28	70
Technical (119)	2	33	66

Legend: 3: Always, 2: Often, 1: Never

My Organization Encourages People To View Problems In Their Work As Opportunities To Learn (Q16)

	Total (200)	Male (154)	Female (46)	18 to 30 yrs (118)	31 to 40 yrs (53)	41 to 50 yrs (29)	5 to 9th class (38)	Matric\Intermediate (67)	Graduate\Post graduate (95)	Manager/Supervisor (120)	Labor/Worker (80)	Non technical (80)	Technical (119)
1: Never	2	2	2	3	2			4	3		4		1
2: Often	35	41	13	32	34	45	45	33	31	40	31		37
3: Always	64	57	85	65	64	55	55	69	63	66	60	65	62

Legend: ■ 3: Always ■ 2: Often ■ 1: Never

At My Workplace, Bosses And Supervisors Willingly Train Juniors And Help Them Learn (Q17)

	Total (200)	Male (154)	Female (46)	18 to 30 yrs (118)	31 to 40 yrs (53)	41 to 50 yrs (29)	5 to 9th class (38)	Matric\Intermediate (67)	Graduate\Post graduate (95)	Manager/Supervisor (120)	Labor/Worker (80)	Non technical (80)	Technical (119)
1: Never	2	2	2	3	2					4	3	5	
2: Often	27	32	9	25	28	31	21	18	36	32	20	34	23
3: Always	71	66	89	72	70	69	79	82	60	65	80	61	77

Legend: ■ 3: Always ■ 2: Often ■ 1: Never

My Workplace Uses Two-Way Communication Such as Suggestion System, Open Meetings (Q18)

Legend: 3: Always | 2: Often | 1: Never

Category	3: Always	2: Often	1: Never
Total (200)	48	46	6
Male (154)	43	52	5
Female (46)	65	26	9
18 to 30 yrs (118)	48	47	4
31 to 40 yrs (53)	49	43	8
41 to 50 yrs (29)	45	45	10
5 to 9th class (38)	29	71	
Matric\Intermediate (67)	55	36	9
Graduate\Post graduate (95)	51	43	6
Manager/Supervisor (120)	53	41	7
Labor/Worker (80)	41	54	5
Non technical (80)	56	36	8
Technical (119)	42	53	5

At My Workplace People Openly Discuss Work-Related Problems with each other and With Management (Q19)

Legend: 3: Always | 2: Often | 1: Never

Category	3: Always	2: Often	1: Never
Total (200)	65	32	4
Male (154)	61	36	3
Female (46)	78	17	4
18 to 30 yrs (118)	68	29	3
31 to 40 yrs (53)	64	34	2
41 to 50 yrs (29)	55	38	7
5 to 9th class (38)	66	32	3
Matric\Intermediate (67)	69	31	
Graduate\Post graduate (95)	62	32	6
Manager/Supervisor (120)	64	31	5
Labor/Worker (80)	66	33	1
Non technical (80)	66	29	5
Technical (119)	64	34	3

Supervisor's Timely Feedback on my Performance Helps me Learn Better at Work Place (Q20)

Category	3: Always	2: Often	1: Never
Total (200)	66	34	1
Male (154)	62	37	1
Female (46)	78	22	
18 to 30 yrs (118)	68	31	1
31 to 40 yrs (53)	70	28	2
41 to 50 yrs (29)	48	52	
5 to 9th class (38)	66	34	
Matric\Intermediate (67)	69	31	
Graduate\Post graduate (95)	63	35	2
Manager/Supervisor (120)	66	33	2
Labor/Worker (80)	65	35	
Non technical (80)	66	33	1
Technical (119)	65	34	1

Legend: 3: Always, 2: Often, 1: Never

My Organization Aligns my Learning to Organizational Objectives (Q21)

Category	3: Always	2: Often	1: Never
Total (200)	56	42	3
Male (154)	49	48	3
Female (46)	80	20	
18 to 30 yrs (118)	58	39	3
31 to 40 yrs (53)	53	43	4
41 to 50 yrs (29)	52	48	
5 to 9th class (38)	47	53	
Matric\Intermediate (67)	55	45	
Graduate\Post graduate (95)	60	35	5
Manager/Supervisor (120)	63	33	4
Labor/Worker (80)	46	54	
Non technical (80)	63	34	4
Technical (119)	51	47	2

Legend: 3: Always, 2: Often, 1: Never

At My Workplace People Take Pride In Their Work (Q22)

Chart legend: 3: Always | 2: Often | 1: Never

Values by category:
- Total (200): 75 / 24 / 2
- Male (154): 71 / 27 / 3
- Female (46): 87 / 13 / —
- 18 to 30 yrs (118): 75 / 22 / 3
- 31 to 40 yrs (53): 74 / 25 / 2
- 41 to 50 yrs (29): 72 / 28 / —
- 5 to 9th class (38): 71 / 29 / —
- Matric\Intermediate (67): 81 / 19 / —
- Graduate\Post graduate (95): 72 / 24 / 4
- Manager/Supervisor (120): 71 / 27 / 3
- Labor/Worker (80): 80 / 19 / 1
- Non technical (80): 75 / 21 / 4
- Technical (119): 74 / 25 / 1

In My Organization Workplace Learning Activities are Flexible and Respond to the Needs to Workers/Employees (Q23)

Chart legend: 3: Always | 2: Often | 1: Never

Values by category:
- Total (200): 34 / 63 / 4
- Male (154): 28 / 69 / 3
- Female (46): 52 / 39 / 9
- 18 to 30 yrs (118): 37 / 58 / 4
- 31 to 40 yrs (53): 26 / 70 / 4
- 41 to 50 yrs (29): 31 / 66 / 3
- 5 to 9th class (38): 26 / 74 / —
- Matric\Intermediate (67): 30 / 64 / 6
- Graduate\Post graduate (95): 39 / 57 / 4
- Manager/Supervisor (120): 37 / 58 / 5
- Labor/Worker (80): 29 / 69 / 3
- Non technical (80): 41 / 55 / 4
- Technical (119): 28 / 68 / 4
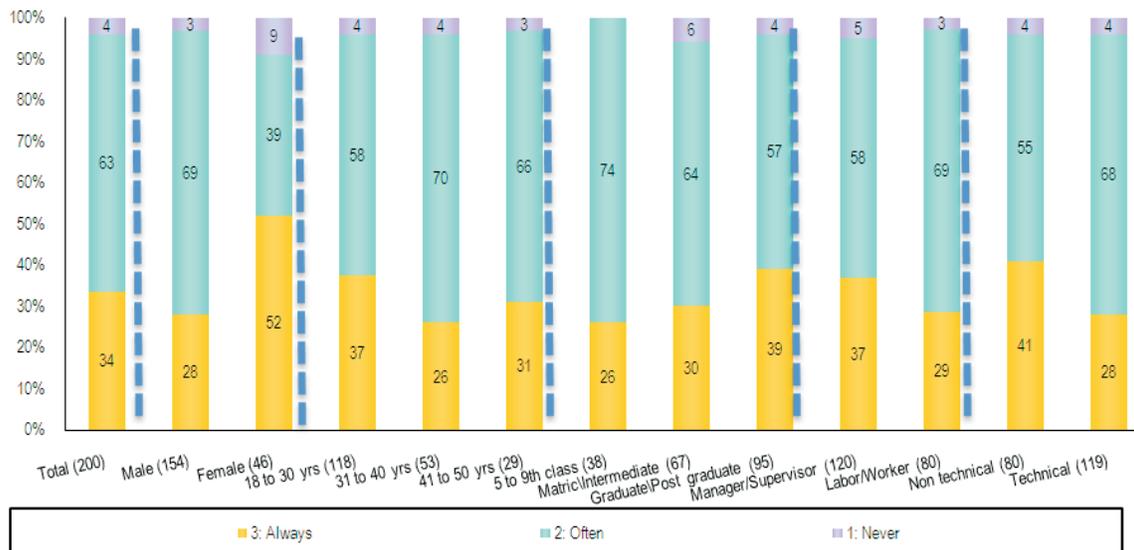
Apprenticeship

Are you Aware of Apprenticeship? (Q30)

Categories (bottom axis): Total (200), Male (154), Female (46), 18 to 30 yrs (118), 31 to 40 yrs (53), 41 to 50 yrs (29), 5 to 9th class (38), Matric\Intermediate (67), Graduate\Post graduate (95), Manager/Supervisor (120), Labor/Worker (80), Non technical (80), Technical (119)

Yes values: 46, 48, 39, 40, 51, 62, 11, 31, 71, 61, 24, 61, 35
No values: 54, 52, 61, 60, 49, 38, 89, 69, 29, 39, 76, 39, 65

Legend: Yes | No
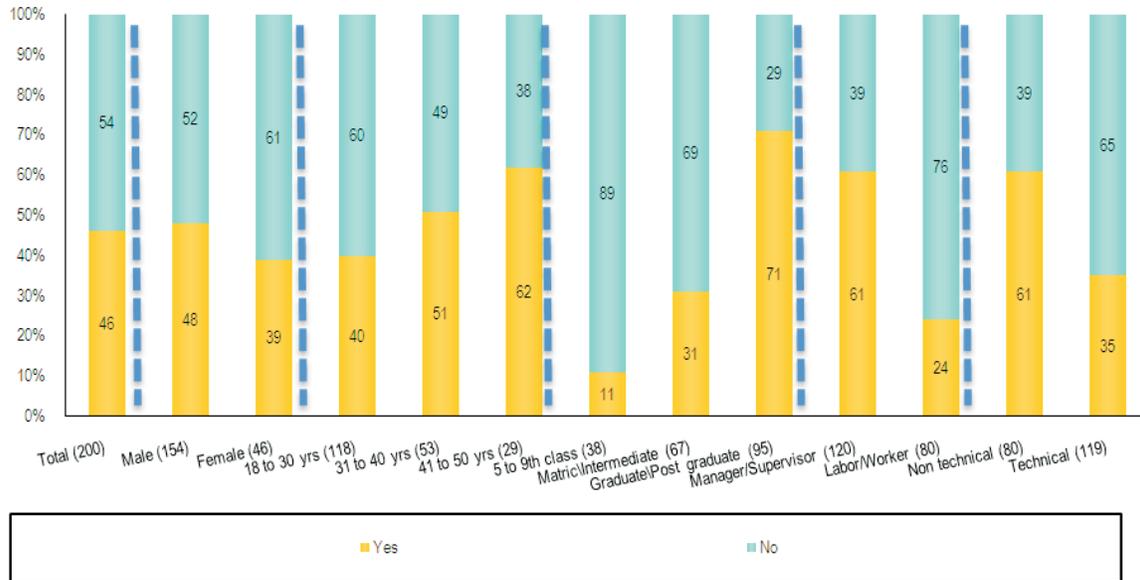
Apprenticeship is A Useful Tool for Enhancing Learning at Workplace (Q31)

Categories (bottom axis): Total (92), Male (74), Female (18), 18 to 30 yrs (47), 31 to 40 yrs (27), 41 to 50 yrs (18), 5 to 9th class (4), Matric\Intermediate (21), Graduate\Post graduate (67), Manager/Supervisor (73), Labor/Worker (19), Non technical (49), Technical (42)

Legend: 5. Strongly agree | 4. Quite agree | 3. Neither agree nor disagree | 2. Quite disagree | 1. Strongly disagree | Mean
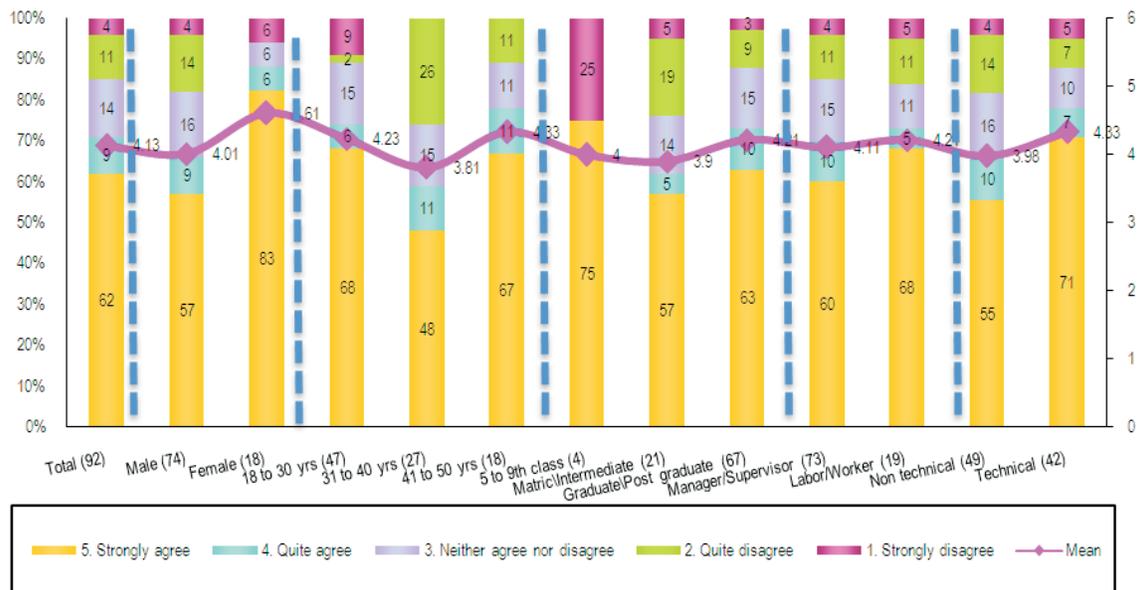
How is Apprenticeship Useful in Promoting Learning? (Q32)

	Total (65)	Male (49)	Female (16)	18 to 30 yrs (35)	31 to 40 yrs (16)	41 to 50 yrs (14)	5 to 9th class (3)	Matric\Intermediate (13)					
Helpful for beginner	48%	47%	50%	51%	50%	36%	67%	54%	45%	49%	43%	50%	45%
Guidence	38%	43%	25%	31%	44%	50%	33%	23%	43%	41%	29%	28%	48%
Skill utilization	26%	18%	50%	34%	19%	14%	100%	23%	22%	18%	57%	31%	21%
Opprtunity	25%	27%	19%	34%	6%	21%	0%	8%	31%	27%	14%	22%	27%
Skill transfer	14%	14%	13%	9%	19%	21%	33%	8%	14%	12%	21%	16%	12%
Training	11%	12%	6%	6%	25%	7%	0%	15%	10%	12%	7%	13%	9%
Learning with earning	8%	6%	13%	6%	6%	14%	0%	15%	6%	8%	7%	6%	9%
NR/DK	3%	2%	6%	3%	0%	7%	0%	8%	2%	2%	7%	3%	3%

Knowledge of and Expectations from STEVTA

Have You Heard The Name "Sindh Technical Education and Vocational Training Authority (StEVTA)? (Q24)

Legend: Yes | No
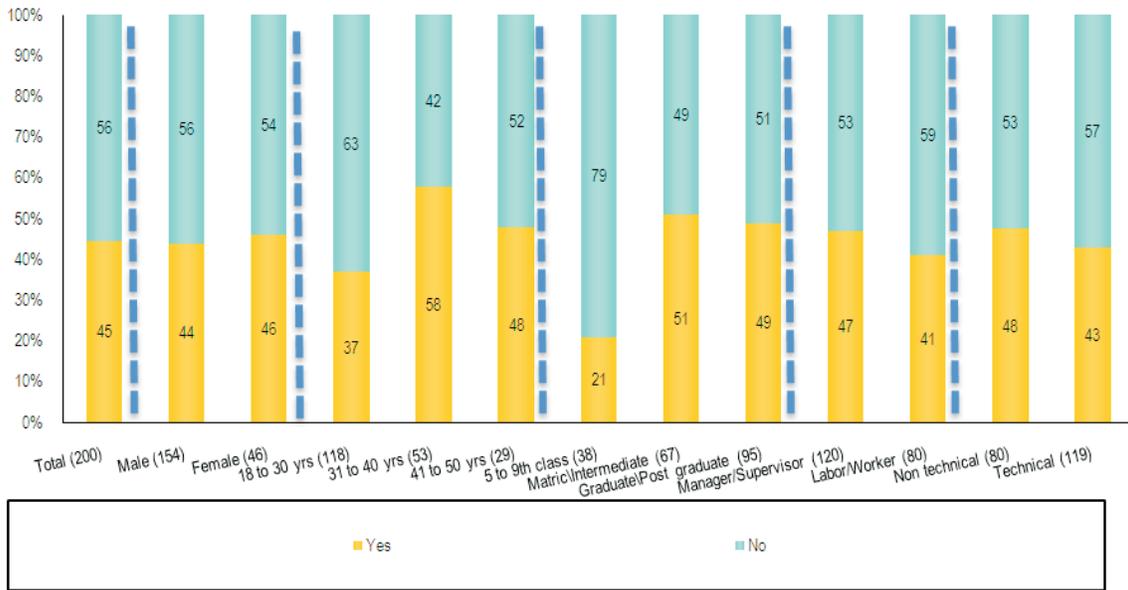
Are you Aware of Role and Functions of STEVTA? (Q25)

Legend: 5: Very much aware | 4: Somewhat aware | 3: Slightly aware | 2: Just heard name | 1: Not at all aware | Mean
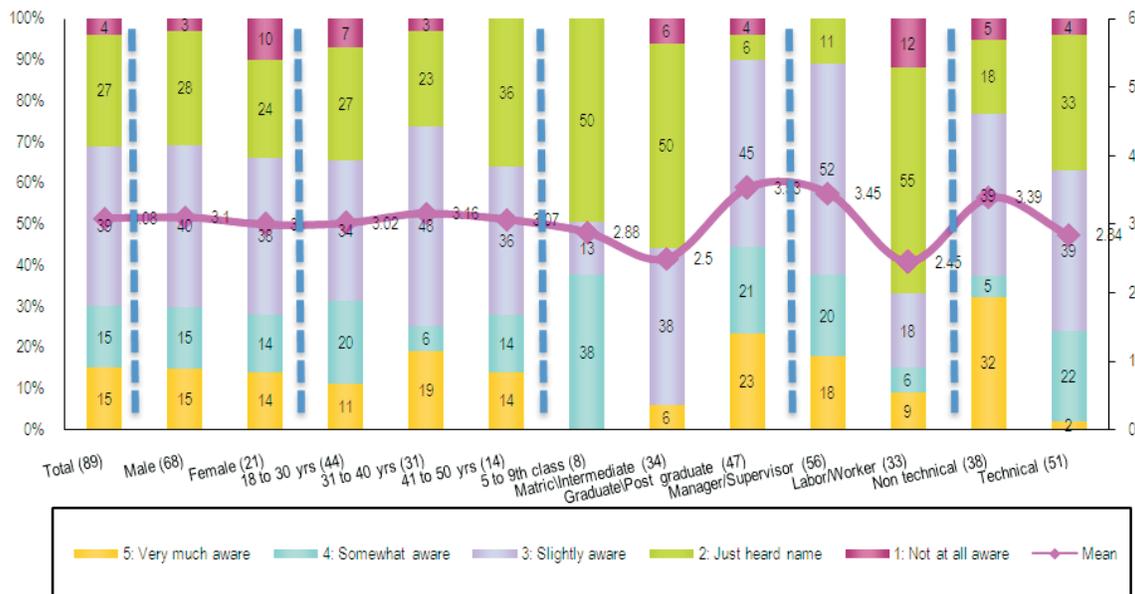
In Your Opinion, Do STEVTA'S Policies and Programs Promote Workplace Learning? (Q26)

Legend: 5: Always | 4: Frequently | 3: Often | 2: Sometimes | 1: Never | Mean
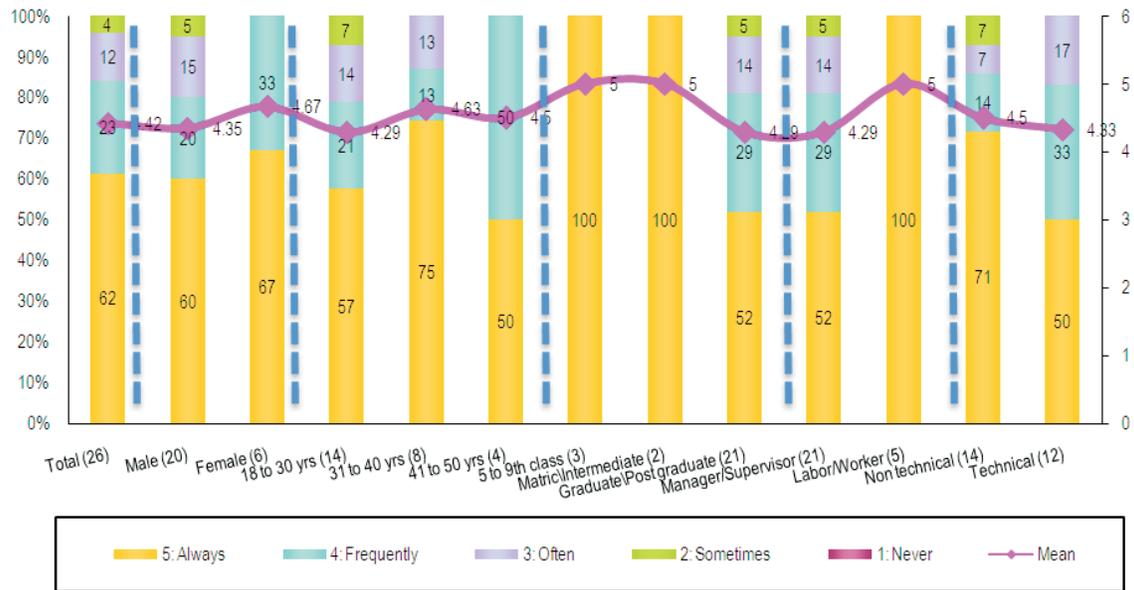
How Much Importance Do Employers Give to STEVTA's Certifications? (Q27)

Legend: 5: Very high importance | 4: High importance | 3: Neither impt. nor unimportance | 2: High unimportance | 1: Very high unimportance | Mean

What Are Your Two Key Expectations From Your Employer In Relation To Workplace Learning? (Q28)

Expectation	Total (25)	Male (19)	Female (6)	18 to 30 yrs (14)	31 to 40 yrs (8)	41 to 50 yrs (3)			5 to 9th class (3)	Matric\Intermediate (2)		Graduate\Post graduate (20)	
Training and development	60%	58%	67%	57%	75%	33%	100%	100%	50%	50%	100%	69%	50%
Mentoring and on job guidance	52%	58%	33%	50%	38%	100%	0%	0%	65%	60%	20%	54%	50%
NR/DK	32%	42%	0%	36%	38%	0%	0%	0%	40%	35%	20%	31%	33%

Legend: Total (25), Male (19), Female (6), 18 to 30 yrs (14), 31 to 40 yrs (8), 41 to 50 yrs (3), 5 to 9th class (3), Matric\Intermediate (2), Graduate\Post graduate (20)

What Do You Think STEVTA Could Do To Support Work Place Learning at Your Work Place? (Q29)

Support	Total (25)	Male (19)	Female (6)	18 to 30 yrs (14)	31 to 40 yrs (8)	41 to 50 yrs (3)			5 to 9th class (3)	Matric\Intermediate (2)		Graduate\Post graduate (20)	
Training	41%	47%	20%	50%	43%	0%	0%	0%	53%	47%	20%	43%	38%
Monitory incentive	32%	24%	60%	25%	43%	33%	33%	100%	24%	24%	60%	29%	38%
NR/DK	23%	29%	0%	25%	29%	0%	33%	0%	24%	29%	0%	21%	25%
Learning Support	18%	18%	20%	25%	0%	33%	67%	0%	12%	12%	40%	14%	25%
Facility	5%	0%	20%	0%	14%	0%	0%	0%	6%	6%	0%	7%	0%
Job according to Qualification	5%	6%	0%	0%	0%	33%	0%	0%	6%	6%	0%	7%	0%
Better working environemnt	5%	6%	0%	8%	0%	0%	0%	0%	6%	6%	0%	7%	0%
Recognization	5%	6%	0%	8%	0%	0%	0%	0%	6%	6%	0%	0%	13%

Legend: Total (25), Male (19), Female (6), 18 to 30 yrs (14), 31 to 40 yrs (8), 41 to 50 yrs (3), 5 to 9th class (3), Matric\Intermediate (2), Graduate\Post graduate (20)

WPL Survey Tool

WPL Survey Questionnaire Administered and Note to Interviewer

Introduction: Assalam o alaikum! My name is _____ and I belong to a survey company that is working on this survey for a government organization; the organization works to train people in technical skills and promote learning in line with industry needs in Sindh.

I request you to kindly provide correct answers according to your knowledge. The information which you will provide to us will be kept confidential. And it will be used as a whole in our analysis and recommendation only.

Interview Number: _____   Date: _____   Starting Time: _____
Respondents Name: _____
Son of / wife of: _____
Name of Organization: _____

Address (Where interview was conducted): _____
_____

Phone Number: _____   Town Name: _____
Block: _____   Sector: _____

Edited		Back-Checked		Accompanied	
Supervisor	1	Supervisor	1	Supervisor	1
Field Executive	2	Field Executive	2	Field Executive	2
Field Manager	3	Field Manager	3	Field Manager	3
	4	Verifier	4	Verifier	4
PM Researcher	5	PM Researcher	5	PM Researcher	5

Quota	
Managerial / Supervisor	Laborer / Worker
1	2
Male	Female
1	2

Interviewer Name _____

Sign _____

Supervisor Name _____

Sign _____

S1. RECORD SEX. DO NOT ASK.

1   ___   Male
2   ___   Female

S2a. What is your level of education?

1   ___   School 5- 9 years (primary-middle)
2   ___   Matric
3   ___   Intermediate
4   ___   Graduate
5   ___   Post Graduate

S2b. Kindly tell me, for how many years have you worked in this organization?

Kindly tell me the exact periods in the number of months _____
(If the respondent is working from less than 18 months close the interview)

S3a. What is your occupation?

Occupation : _____

S3b . Your designation please: _____

What is your level of responsibility? Classify yourself as...

1   ___   Unskilled worker
2   ___   Skilled worker
3   ___   Non-Executive
4   ___   Supervisor
5   ___   Lower/middle Officer/ Executive
6   ___   Senior Executive Officer

S3c. In which department of this organization do you work?

1   ___   Board of Management
2   ___   Marketing
3   ___   Sales
4   ___   Purchasing / Procurement
5   ___   Production
6   ___   Engineering
7   ___   Administration
8   ___   Finance / Accounts
     ___   Others Please Specify _____

S4. We have to interview from the specific age brackets people. Kindly tell me your age?

Respondent's Age:_____

(If the respondent's age is less than 18 years or more than 50 years, close the interview)

Q1a. My work place /organization is a great place to learn
5   ____   Strongly agree
4   ____   Quite agree
3   ____   Neither agree nor disagree
2   ____   Quite disagree
1   ____   Strongly disagree

Q1b. In support of your response in Q1a, please tell me why you say that? (RECORD EXACT WORDS)
_____
_____
_____
_____

Q2a. Is structured training provided by your employer?
____   Yes   1   Ask Q2b
____   No   2   Ask Q3a

Q2b. What types(s) of structured training is provided by your employer?
____   Through regular in-house training   1
____   Through training institutions   2
____   Through outside trainers delivered in-house   3
____   Through outside trainersdelivered off- site   4
____   Through training videos   5
____   Through e-courses/e-learning   6
____   Other (please specify)
____   All of the above   98
____   None of the above   99

Q3a. At your work place, are opportunities provided to learn from every day work experience?
____   Yes   1   Ask Q3b
____   No   2   Ask Q4

Q3b. In your Organization what are the opportunities to learn from every-day work experience? Tell any three examples.

1. _____
   _____
2. _____
   _____
3. _____
   _____

Q4. Given the nature of your work, the learning opportunities at your work place are:

____	Very High	5
____	High	4
____	Just right/adequate	3
____	Very few	2
____	None at all	1

Q5. Is there a proper Training and Development function in your organization?

____	Yes	3
____	No	2
____	In the process	1

Q6. Which of the following means of learning are available at your work place?

____	On-job training	1
____	Learning from colleagues/peers	2
____	Short training courses (one day to three day)	3
____	Work-related technical training	4
____	Training courses from technical institutions	5
____	Degree programs from universities	6
____	On-line training courses	7
____	Others (Specify): _____	
____	All of the above	98
____	None of the above	99

Q7. Does your organization have a formal mechanism to determine your learning needs?

____	Yes	1
____	No	2
____	I don't know	3

?

Q8a. Do you think that the organization's policies promote work place learning? (in your organization)

___	YES (Promote)	1	Ask Q8b
___	NO (Do Not Promote)	2	Ask Q9abc

Q8b. You said that the policies in your organization promote/do not promote learning. Please tell me examples

_____
_____
_____
_____

Q9a. There is a favorable environment for work place learning in your organization.

___	Strongly agree	5
___	Quite agree	4
___	Neither agree nor disagree	3
___	Quite disagree	2
___	Strongly disagree	1
___	Ask Q9b in case of code 5,4,3and RECORD VERBATIM	

Ask Q9c in case of code 2,1and RECORD VERBATIM

Q9b. As you agreed there is favorable learning environment your organization, can you please give examples?

1. _____
     _____
2. _____
     _____
3. _____
     _____

Q9c. As you disagreed that there is favorable learning environment in your organization, can you please give examples?

1. _____
     _____
2. _____
     _____
3. _____
     _____

Q10a. There are barriers or hindrances that block work place learning in your organization

Ask Q11 in case of code 5,4,3

___	Strongly agree	5
___	Quite agree	4
___	Neither agree nor disagree	3

Ask Q 12 in case of code 2,1

___	Quite disagree	2
___	Strongly disagree	1

Q11. Which of the following barriers exist in your organization? Rank them from biggest hurdle (5) to lowest obstacles (1)

Barriers	Biggest hurdle (5)---- Smallest hurdle (1)					
The owners/employers do not consider learning as important	5	4	3	2	1	
My own department/boss is not helpful	5	4	3	2	1	
HR or Training Department is not functioning well	5	4	3	2	1	
There is no encouragement for learning	5	4	3	2	1	
There is no monetary incentive for learning	5	4	3	2	1	
I do not have interest in learning from my current job	5	4	3	2	1	
There is lack of career guidance	5	4	3	2	1	
The workload is too much	5	4	3	2	1	
Organization does not give time off for learning/self-development	5	4	3	2	1	
My colleagues' attitude prevents workplace learning	5	4	3	2	1	
There is shortage of people to learn from	5	4	3	2	1	
Other:	5	4	3	2	1	

Q12. .What motivates you most towards work place learning? Please rank a factor:

- 3 if you consider it "most important"
- 2 if "important"
- 1 if "less important"
- zero if "not important"

Motivation towards WPL	Most important (3)				
Increase in salary	3	2	1	0	
Chance for promotion	3	2	1	0	
Increase in personal competency	3	2	1	0	
Future career growth	3	2	1	0	
Personal interest	3	2	1	0	
Increase in job performance	3	2	1	0	
Other	3	2	1	0	

In my organization…

Q13. …leaders generally support requests for learning opportunities and training.

___ Always ___ Sometime ___ Never

Q14. …people are rewarded for learning at work place.

___ Always ___ Sometime ___ Never

Q15. …colleagues openly help each other learn

___ Always ___ Sometime ___ Never

Q16. My organization encourages people to view problems in their work as opportunities to learn

___ Always ___ Sometime ___ Never

Q17. At my workplace, bosses and supervisor willingly train juniors and help them learn

___ Always ___ Sometime ___ Never

Q18. My work place uses two-way communication such as suggestion system, open meetings etc.

___ Always ___ Sometime ___ Never

Q19. At my work place people openly discuss work related problems with each other and with management

___ Always ___ Sometime ___ Never

Q20. Supervisor's timely feedback on my performance helps me learn better at work place

___ Always ___ Sometime ___ Never

Q21. My organization aligns my learning to organizational objectives

___ Always ___ Sometime ___ Never

Q22. At my work place people take pride in their work

___ Always ___ Sometime ___ Never

Q23. In my organization workplace learning activities are flexible and respond to the need to worker/employee.

___ Always ___ Sometime ___ Never

Q24. Have you heard the name of Sindh Technical Education and Vocational Training Authority (STEVTA)

Continue In case of code 1 otherwise go on to Q30

___ Yes 1
___ No 2

Q25. Are you well aware of role and functions of STEVTA in promoting learning and skill enhancement?

Continue in case of code 5,4 otherwise go on Q30

___ Fully aware 5
___ Somewhat aware 4
___ Slightly aware 3
___ Aware of name only 2
___ Not aware at all (also: Don't Know) 1

Q26. In your opinion, do STEVTA's policies and program promote work place learning?

___	Always	5
___	Frequently	4
___	Often	3
___	Sometimes	2
___	Never	1

Q27. In your opinion, how much importance employers' give to STEVTA's Certifications?

___	Very high importance	5
___	High importance	4
___	Neither importance nor unimportance	3
___	High unimportance	2
___	Very high unimportance	1

Q28. What do you think STEVTA could do to support work place learning at your work place? (RECORD EXACT WORDS)

_____
_____
_____
_____

Q29. What are your TWO key expectations from your employer in relation to workplace learning? (RECORD EXACT WORDS)

_____
_____
_____
_____

Q30. Are you aware of "Job Apprenticeship"?
Continue in case of code 1 otherwise close interview

___	Yes	1
___	No	2

Q31. Apprenticeship is a useful tool for enhancing work place learning
Continue in case of code 5,4 otherwise close interview

___	Strongly agree	5
___	Quite agree	4
___	Neither agree nor disagree	3
___	Quite disagree	2
___	Strongly disagree	1

Q32. How does "Apprenticeship" help in promoting learning process? (RECORD EXACT WORDS)

Example no. 1

_____
_____
_____

Example no.2

_____
_____
_____

Example no.3

_____
_____
_____

Thank you very much. End of Interview.

Note to Interviewers (NTI)

- Use the following prompters if respondents ask for clarification.
- DO NOT say anything extra
- Record responses in EXACT WORDS to open-ended questions
- If a respondents' query is outside these prompters, REFER to the survey supervisor.

Q No 1

Great place: A place where employee feels that (s)he learns easily from each other, from supervisor. A place where employees find it easy to learn and grow.

Q No 2

Structured Training: Formal and properly scheduled by a training department/function
e-course: Virtual/ online
In-house: training facility operated on premises
Off-site: hotels, resorts, etc

Q No 5

Proper training and development: a separate function that schedules activities (according to annual/monthly/weekly calendar and professional need) to enhance employees' capacity to work according to organizational objectives..

Q No 7

Formal Mechanism: For example, Performance appraisal/Task oriented-evaluation-method, Departmental surveys etc

Q No 8

Organizational Policies: Plans/Strategies/HR Manual/Policies/Work Instructions/Operating Manuals

Q No 9

Conducive environment: Friendly, supportive, enjoyable

Strategy Options for STEVTA

From the survey findings, it is evident that STEVTA needs to promote itself before it promotes WPL. Given this conclusion, the following strategy options are recommended for STEVTA.

Short-Term
Within next nine (09) months
- Develop an integrated brand marketing campaign to promote STEVTA as a preferred brand of accredited technical education
- Establish effectiveness measures for the advertising campaign.
- Run awareness campaigns aimed at targeted audience

Medium –Term
10-18 months
- Incentivize WPL for both the employer (such as tax rebate) and the employee (stipend, scholarship etc.)
- Strengthen linkages with industry
- Carry out skill surveys to determine current needs of employers

Long Term
18 months and beyond
- Revival and promotion of apprenticeship programs
- Carry out skills/competency forecasts to know emerging work place learning needs and design accredited training programs accordingly

STEVTA should aim to become the most-preferred technical and vocational education brand. Already its certifications are perceived to carry very high value in the eyes of employers. However the true brand potential is not yet fully realized because of a general lack of awareness about what STEVTA is and what it can do for employees and employers. The brand promise that is communicated must be backed by the quality of education throughout the STEVTA system. Otherwise, there is a risk of the brand failing to meet customer expectations.

As STEVTA embarks on a concerted marketing campaign, it is best advised to establish baselines of brand awareness BEFORE the campaign is launched so that it is able to measure the success of the campaign.
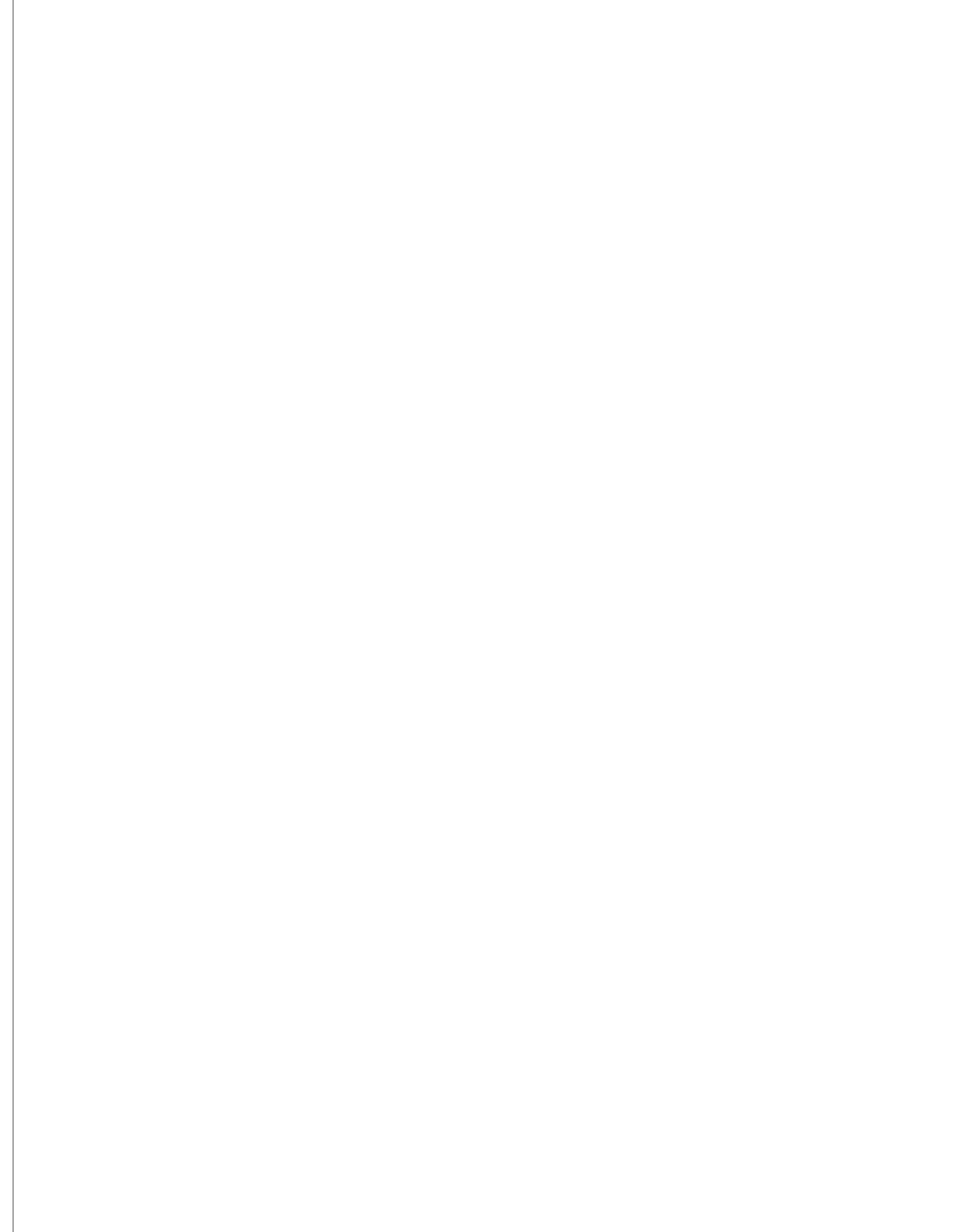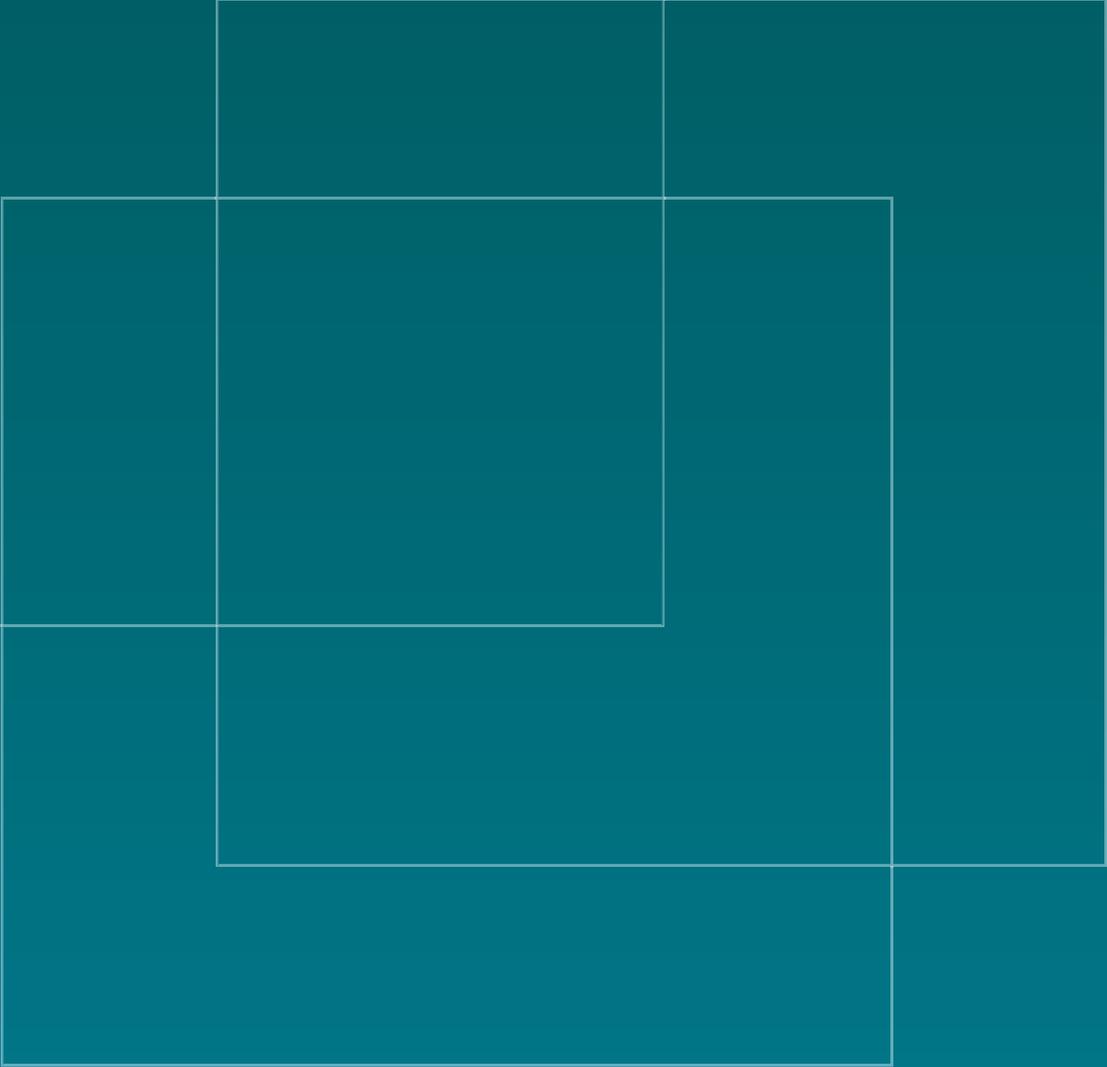
DECENT WORK

A better world starts here