

Before translation and implementation of the questionnaire, some country specific adaptations must be made (and some can be made):

Question Adaptation required

| | |
|------|--|
| 1.05 | Can be adapted depending on the legal entities possible for companies in [country] |
| 2.06 | If no public employment services exist in this country, leave the A line blank. Do not renumber lines - ie if nothing in A the second line will still remain as B. |
| 2.09 | For Q 2.09 please adapt the questionnaire using the approved mapping for the national system in your country . You do not need to distinguish between A/B/C categories. (The same education mapping will be used for the Employer survey and the household |
| | No formal education or less than ISCED 1 |
| | Primary education (ISCED 1) |
| | Lower Secondary (ISCED 2) |
| | Upper secondary (ISCED 3) |
| | Post-secondary Non-tertiary (ISCED 4) |
| | First stage of tertiary education (ISCED 5) |
| | Second stage of tertiary education (ISCED 6) |
| | Don't know |
| 3.05 | If there is more than one official language, add lines for each official language, and number as 3.05a, 3.05b, etc. |
| 3.05 | If there is only one official language, use "the" official language. If more than one use "an" official language |
| 3.12 | Replace with local educational levels as in 2.09. Leave the last line, don't know, as 9. |
| 5.07 | If minimum wage does not exist in this country, leave that line (last line) blank |
| 5.13 | This refers to any code that would identify this firm in government records - code with tax department, VAT, labour ministry, etc. Change the boxes to reflect the correct |
| 5.14 | If there is no provision for social security in this country, the first line, third and 5th line |

INFORMATION SHEET

FIRM NUMBER

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

(IF ABOVE FIRM IS A REPLACEMENT, NUMBER OF FIRM BEING REPLACED)

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Interviewer name:

Interview Date:

The term "workplace" in this questionnaire refers to the establishment. This refers to a distinct physical location at which an employer undertakes economic activity. It is not an office, department, building or assembly line, for example, within a larger, geographically contiguous ensemble.

Exact name of workplace being surveyed:

Address of workplace being surveyed:

If this workplace is part of a larger firm, address of its headquarters:

For a workplace with fewer than 20 employees, the respondent should be the owner/CEO/manager. For larger establishments, ideally the Human Resource Manager and a Production Manager should respond together; otherwise ask the Human Resource Manager first, then the Production Manager. If neither is available, ask the CEO/Owner/General Manager.

Names of person(s) interviewed, with phone number, email address, gender and age group for each. If multiple persons from the same firm have been interviewed, indicate which modules have been completed by each person.

| | GENDER | AGE GROUP | MODULE |
|---------------------|--------|-----------|--------|
| Name: <hr/> | | | |
| Phone number: <hr/> | | | |
| Email: <hr/> | | | |
| Name: <hr/> | | | |
| Phone number: <hr/> | | | |
| Email: <hr/> | | | |
| Name: <hr/> | | | |
| Phone number: <hr/> | | | |
| Email: <hr/> | | | |

- 1 15 - 24 years

- 2 25 - 44 years

- 3 45 - 64 years

- 1 MALE

- 2 FEMALE

Start time of interview:

End time of interview:

SPACE FOR RANDOM NUMBER STICKER:

Hello, my name is [insert your name] I am collecting data for a study that is trying to understand the skills that are being used by employers in [COUNTRY NAME], what they look for when hiring and how skills affect training and compensation.

Your workplace has been chosen randomly, along with several hundred others, to provide a representative sample of all employers. The information you provide is strictly confidential. Your firm/workplace's name and data will never be identifiable in any report or dataset. The information gathered here will help develop new policies and programs to improve firms' access to skills.

I would like to begin by asking a few background questions.

| | | |
|--------|--|---|
| (1.01) | What is your job title (main responsibility)? Human Resource (HR) Manager 1 Owner/Proprietor 2 President/ Vice President/ Chief Executive Officer (CEO) 3 Partner 4 Director 5 General Manager 6 Finance Officer 7 Manager 8 Other (Please specify) 9 | <input type="text"/> |
| (1.02) | Is your workplace part of a larger company/ firm? YES 1 DON'T KNOW 9 >>1.04 NO 2 >>1.04 | <input type="text"/> |
| (1.03) | In what year did the parent company/firm begin operations in this country? IF DON'T KNOW, WRITE '9999' | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| (1.04) | What year did <u>your workplace</u> begin operations in [COUNTRY]? IF DON'T KNOW, WRITE '9999' | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| (1.05) | What is the legal status of this workplace? SOLE PROPRIETORSHIP 1 GENERAL PARTNERSHIP 2 LIMITED PARTNERSHIP 3 LIMITED LIABILITY CORPORATION (L.L.C) 4 JOINT STOCK COMPANY 5 FOREIGN COMPANY 6 SOCIALLY OWNED ENTERPRICES 7 AGRICULTURAL COOPERATIVE 8 | <input type="text"/> |

| | | |
|--|-----------------------|---|
| | PUBLIC ENTERPRISE | 9 |
| | OTHER (SPECIFY _____) | # |

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PAGE 3

| | |
|--------|--|
| (1.06) | Which of the following describes the largest shareholders in your firm? <div style="margin-left: 40px;"> PRIVATE DOMESTIC INDIVIDUALS, COMPANIES OR ORGANIZATIONS 01 PRIVATE FOREIGN INDIVIDUALS, COMPANIES OR ORGANIZATIONS 02 GOVERNMENT OR STATE 03 OTHER 04 </div> |
| (1.07) | Use the following list to identify the broad sector of your economic activity: SHOW CARD # 1 <div style="margin-left: 40px;"> A Agriculture, forestry and fishing 01 B Mining and quarrying 02 C Manufacturing 03 D Electricity, gas, steam and air conditioning supply 04 E Water supply; sewerage, waste management and 05 F Construction 06 G Wholesale and retail trade; repair of motor vehicles and 07 H Transportation and storage 08 I Accommodation and food service activities 09 J Information and communication 10 K Financial and insurance activities 11 L Real estate activities 12 M Professional, scientific and technical activities 13 N Administrative and support service activities 14 O Public administration and defence; compulsory social 15 P Education 16 Q Human health and social work activities 17 R Arts, entertainment and recreation 18 S Other service activities 19 T Activities of households as employers; undifferentiated goods- and services-producing activities of households for 20 </div> |



Now I would like to ask questions about the workforce at this workplace. Please think about all the workers currently working here even if not formally employed by your firm (i.e. include independent contractors, unpaid workers, etc). Exclude workers employed by another enterprise (outsourced from another firm) who are assigned to work at your workplace.

(1.08)

How many workers (including yourself) does your workplace currently employ?

SHOW CARD #2

| | (A) | (B) | (C) |
|---|-------|-----|-------|
| | TOTAL | Men | Women |
| 1 Permanent Workers (Including full-time and part-time) | | | |
| 2 Temporary Workers (including Casual Workers) | | | |

In order for us to measure the use of skills, we would like to ask questions about the breakdown of total employment at this workplace by primary occupation. GIVE **SHOW CARD #3** TO THE RESPONDENT AND ASK RESPONDENT TO LOOK AT GROUPS 1, 2 AND 3 ONLY

| | OCCUPATION: | (1) MANAGERS | (2) PROFESSIONALS | (3) TECHNICIANS AND ASSOCIATE PROFESSIONALS |
|--------|--|--------------|-------------------|---|
| (1.09) | Do you have any [OCCUPATION] working in your workplace? <div style="text-align: right;">YES 1 NO 2</div> FILL ALL COLUMNS IN THIS ROW THEN FOR THE 'YESES' ASK QUESTIONS 1.10-1.15 | | | |
| (1.10) | How many current [OCCUPATION] are there in the workplace? | | | |
| (1.11) | How many [OCCUPATION] did the workplace have 12 months ago? | | | |
| (1.12) | How many total [OCCUPATION] do you expect to have in 12 months time? (including present workers) | | | |
| (1.13) | What proportion of current [OCCUPATION] are female? LESS THAN HALF 1 ABOUT HALF 2 MORE THAN HALF 3 | | | |
| (1.14) | What proportion of current [OCCUPATION] have worked for less than one year for the workplace? LESS THAN HALF 1 ABOUT HALF 2 MORE THAN HALF 3 | | | |
| (1.15) | How many current [POSITION]are foreign? | | | |

MODULE 1: BASIC INFORMATION & WORK FORCE

And for these positions could you please tell me which apply to your workplace? ASK RESPONDENT AT GROUPS 4-10 **ON SHOW CARD #3**

| | | OCCUPATION: | (4) CLERICAL SUPPORT WORKERS | (5) SERVICE WORKERS | (6) SALES WORKERS | (7) Skilled AGRICULTURE, FORESTRY AND FISHERY | (8) CONSTRUCTION, CRAFTS & RELATED TRADES WORKERS | (9) DRIVERS, PLANT & MACHINE OPERATORS, & ASSEMBLERS |
|--------|---|-------------|------------------------------|---------------------|-------------------|---|---|--|
| (1.16) | Do you have any [OCCUPATION] working in your workplace? <div style="text-align: right;">YES 1</div> <div style="text-align: right;">NO 2</div> FILL ALL COLUMNS IN THIS | | | | | | | |
| (1.17) | How many current [OCCUPATION] are there in the workplace? | | | | | | | |
| (1.18) | How many [OCCUPATION] did the workplace have 12 months ago? | | | | | | | |
| (1.19) | How many total [OCCUPATION] do you expect to have in 12 months time? (including present workers) | | | | | | | |
| (1.20) | What proportion of current [OCCUPATION] are female? <div style="text-align: right;">LESS THAN HALF 1</div> <div style="text-align: right;">ABOUT HALF 2</div> <div style="text-align: right;">MORE THAN HALF 3</div> | | | | | | | |
| (1.21) | How many current [OCCUPATION] are foreign? | | | | | | | |

| (10) ELEMENTARY OCCUPATIONS | | | | | | |
|-----------------------------|--|--|--|--|--|--|
| | | | | | | |

MODULE 1: BASIC INFORMATION & WORK FORCE

Now we would like to ask questions about any hiring that your workplace has attempted over the past 3 years. Please respond even if you did not finally hire a person.

| | | OCCUPATION: | (1) MANAGERS |
|--------|--|---------------------------------------|--------------|
| (1.22) | <p>In the past 3 years [or since the firm began operations if less than 3 years ago], have you tried to hire any [OCCUPATION]?</p> <p>FILL ALL COLUMNS IN THIS ROW THEN FOR THE 'YESES' ASK QUESTIONS 1.23-1.24</p> | <p>YES 1</p> <p>NO 2</p> <p>.....</p> | |
| (1.23) | <p>Did you receive female applicants when trying to hire [OCCUPATION]?</p> | <p>YES 1</p> <p>NO 2</p> | |
| (1.24) | <p>Did you encounter any of the following problems when trying to hire [OCCUPATION]?</p> | <p>YES 1</p> <p>NO 2</p> | |
| | 1) THERE WERE NO OR FEW APPLICANTS | | |
| | 2) APPLICANTS LACKED REQUIRED SKILLS | | |
| | 3) APPLICANTS EXPECTED WAGES HIGHER THAN WE CAN OFFER | | |
| | 4) APPLICANTS DID NOT LIKE WORKING CONDITIONS | | |
| | 5) APPLICANTS LACKED REQUIRED WORK EXPERIENCE | | |
| | 6) OTHER (SPECIFY _____) | | |

3 years or since the firm began

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|---|
| | | | | | | | | | (2) PROFESSIONALS |
| | | | | | | | | | (3) TECHNICIANS AND ASSOCIATE PROFESSIONALS |

MODULE 1: BASIC INFORMATION & WORK FORCE

| | | OCCUPATION: | (4) CLERICAL SUPPORT WORKERS | (5) SERVICE WORKERS | (6) SALES WORKERS |
|--------|---|-------------|---------------------------------|---------------------|-------------------|
| (1.25) | In the past 3 years [or since the firm began operations if less than 3 years ago], have you tried to hire any [OCCUPATION]? YES 1 NO 2 FILL ALL COLUMNS IN THIS ROW THEN FOR THE 'YESES' ASK QUESTIONS 1.26-1.27 | | | | |
| (1.26) | Did you receive female applicants when trying to hire [OCCUPATION]? YES 1 NO 2 | | | | |
| (1.27) | Did you encounter any of the following problems when trying to hire [OCCUPATION]? YES 1 NO 2 | | | | |
| 1) | THERE WERE NO OR FEW APPLICANTS | | | | |
| 2) | APPLICANTS LACKED REQUIRED SKILLS | | | | |
| 3) | APPLICANTS EXPECTED WAGES HIGHER THAN WE CAN OFFER | | | | |
| 4) | APPLICANTS DID NOT LIKE WORKING CONDITIONS | | | | |
| 5) | APPLICANTS LACKED REQUIRED WORK EXPERIENCE | | | | |
| 6) | OTHER (SPECIFY _____) | | | | |

MODULE 1: BASIC INFORMATION & WORK FORCE

| | | OCCUPATION: | | (7) Skilled AGRICULTURE, FORESTY AND FISHERY workers | (8) CONSTRUCTION, CRAFTS & RELATED TRADES WORKERS |
|--------|---|-------------|--|---|---|
| (1.25) | In the past 3 years [or since the firm began operations if less than 3 years ago], have you tried to hire any [OCCUPATION]? YES 1 NO 2 FILL ALL COLUMNS IN THIS ROW THEN FOR THE 'YESES' ASK QUESTIONS 1.26-1.27 | | | | |
| (1.26) | Did you receive female applicants when trying to hire [OCCUPATION]? YES 1 NO 2 | | | | |
| (1.27) | Did you encounter any of the following problems when trying to hire [OCCUPATION]? YES 1 NO 2 | | | | |
| | 1) THERE WERE NO OR FEW APPLICANTS | | | | |
| | 2) APPLICANTS LACKED REQUIRED SKILLS | | | | |
| | 3) APPLICANTS EXPECTED WAGES HIGHER THAN WE CAN OFFER | | | | |
| | 4) APPLICANTS DID NOT LIKE WORKING CONDITIONS | | | | |
| | 5) APPLICANTS LACKED REQUIRED WORK EXPERIENCE | | | | |
| | 6) OTHER (SPECIFY _____) | | | | |

| | | OCCUPATION: | | (9) DRIVERS, PLANT & MACHINE OPERATORS, & ASSEMBLERS | (10) ELEMENTARY OCCUPATIONS |
|--------|---|-------------|--|--|-----------------------------|
| (1.25) | In the past 3 years [or since the firm began operations if less than 3 years ago], have you tried to hire any [OCCUPATION]? YES 1 NO 2 FILL ALL COLUMNS IN THIS ROW THEN FOR THE 'YES' ASK QUESTIONS 1.26-1.27 | | | | |
| (1.26) | Did you receive female applicants when trying to hire [OCCUPATION]? YES 1 NO 2 | | | | |
| (1.27) | Did you encounter any of the following problems when trying to hire [OCCUPATION]? YES 1 NO 2 | | | | |
| | 1) THERE WERE NO OR FEW APPLICANTS | | | | |
| | 2) APPLICANTS LACKED REQUIRED SKILLS | | | | |
| | 3) APPLICANTS EXPECTED WAGES HIGHER THAN WE CAN OFFER | | | | |
| | 4) APPLICANTS DID NOT LIKE WORKING CONDITIONS | | | | |
| | 5) APPLICANTS LACKED REQUIRED WORK EXPERIENCE | | | | |
| | 6) OTHER (SPECIFY _____) | | | | |

INTERVIEWER: Look at the responses to Q.1.09 in the table on Page 4. For each type of occupation, check if the workplace had that type of occupation, and indicate yes or no.

| (2.01) | Occupation | Occupation Name | | |
|--------|------------|---|--------------------------|--------------------------|
| | Number | | yes | no |
| | 1 | Managers | <input type="checkbox"/> | <input type="checkbox"/> |
| | 2 | Professionals | <input type="checkbox"/> | <input type="checkbox"/> |
| | 3 | Technicians and associate professionals | <input type="checkbox"/> | <input type="checkbox"/> |

INTERVIEWER: You will now choose ONE of the above three occupation types to ask the workplace additional questions about workers in this type of occupation. Follow these steps: (1) Look at the left hand column (for A occupations) on the sticker on the cover page of the questionnaire. (2) Look at the first line, with the number and corresponding occupation in that left column. (3) Check if the firm has workers in this occupation, by looking above. (4) If so, write the occupation number and occupation name and reference below. If not, go to the next number and occupation in the left hand column, and repeat until you have an occupation Type A for which the workplace has workers.

(Example, if the first line of the left hand column of the sticker says (2) Professionals, see if the workplace reported Professionals in Module 1 (checked Yes above), If so, then Professionals is the Occupation Type A, and you write the Occupation number and Occupation Name below. If there were no Professionals, go to the next line of the left hand column and check if the workplace had that Position Type.)

| | | | |
|--------|---------------------------|-----------------|----------------------|
| (2.02) | Occupation Type A: | | |
| | Occupation Number | Occupation name | Occupation reference |
| | _____ | _____ | _____ |

INTERVIEWER: Now you are going to choose Occupation Type B. Look at the responses to Q.1.16 in the table on page 5. For each type of occupation below, check if the workplace had that type of occupation, and check yes or no.

| (2.03) | Occupation | Occupation Name | | |
|--------|------------|--|--------------------------|--------------------------|
| | Number | | yes | no |
| | 4 | Clerical support workers | <input type="checkbox"/> | <input type="checkbox"/> |
| | 5 | Service workers | <input type="checkbox"/> | <input type="checkbox"/> |
| | 6 | Sales workers | <input type="checkbox"/> | <input type="checkbox"/> |
| | 7 | Skilled agricultural, forestry and fishery workers | <input type="checkbox"/> | <input type="checkbox"/> |
| | 8 | Craft and related trades workers | <input type="checkbox"/> | <input type="checkbox"/> |
| | 9 | Plant and machine operators, and assemblers | <input type="checkbox"/> | <input type="checkbox"/> |
| | 10 | Elementary occupations | <input type="checkbox"/> | <input type="checkbox"/> |

INTERVIEWER: You will now choose ONE of these occupation types above to ask the workplace about as Occupation Type B. [1] Look at the right hand column of the sticker, which has the B type occupations. [2] Follow the same steps as above to determine the Occupation Type B. [3] Write the Occupation Number and Occupation Name, and Occupation reference below.

| | | | |
|--------|---------------------------|-----------------|----------------------|
| (2.04) | Occupation Type B: | | |
| | Occupation Number | Occupation name | Occupation reference |
| | _____ | _____ | _____ |

| | |
|--------|---|
| (2.05) | Now we would like to ask some questions about the importance of certain worker characteristics to your workplace. We would like to know this for each occupation group, separately. Please think of the selected occupation types when responding. |
| | [WRITE THE OCCUPATION TYPE A] _____ [WRITE THE OCCUPATION TYPE B] _____ |
| | The next question asks about the importance of certain characteristics when making hiring decisions. |

| | | | | | | | | | |
|--------|--|---|---|--------|--|--|--|--|--|
| (2.06) | Do you recruit [OCCUPATION TYPE _] from the following sources...? | | | | | | | | |
| | YES 1 NO 2 DON'T KNOW 9 | | | | | | | | |
| | (A) | Public Employment Services | <table border="1"> <tr><td>Type B</td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table> | Type B | | | | | |
| Type B | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | (B) | Private Employment Services | | | | | | | |
| | (C) | Job Fairs | | | | | | | |
| | (D) | Offers to experienced people in other firms | | | | | | | |
| | (E) | Direct contact with educational institutions, schools, training centers, universities, etc. | | | | | | | |
| | (F) | Internet postings | | | | | | | |

| | | |
|--------|--|---|
| | <div>(G) Other media advertisements/postings (not including internet)</div> <div>(H) Informal channels (personal contacts, people recommended by others)</div> <div>(I) Other</div> | <div></div> <div></div> <div></div> |
| (2.07) | Did you hire [OCCUPATION TYPE_] in the past 3 years? <div>YES 1 NO 2 >>2.10</div> | Type B <div></div> |
| (2.08) | What percentage of the applicants for [OCCUPATION TYPE_] were male and female? <div> <div>Type A</div> <div></div> <div>% - M</div> </div> | <div> <div>Type B</div> <div></div> <div>% - M</div> <div></div> <div>% - F</div> </div> |
| (2.09) | Over the past 3 years , on average for [OCCUPATION TYPE _] how many days does it take to fill a position from the time the position becomes open or is created? <div> <div>IF NO POSITIONS WERE OPEN/ CREATED IN THE PAST 3 YEARS</div> <div></div> </div> | <div> <div>Type B</div> <div></div> <div>days</div> <div>IF NO POSITIONS WERE OPEN/ CREATED IN THE PAST 3 YEARS, WRITE '999'</div> </div> |

MODULE 2: INFORMATION ON NEW HIRES

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| | | |
|--------|--|-----------------------|
| (2.10) | What is the education level of the <u>most recent person hired</u> as a [OCCUPATION TYPE _]? SHOW CARD # 4 <div> <div>NONE/LESS THAN 4 YEARS OF ELEMENTARY SCHOOL</div> <div>1</div> </div> <div> <div>COMPLETED ELEMENTARY SCHOOL (4/5 YEARS)</div> <div>2</div> </div> | Type B <div></div> |
|--------|--|-----------------------|

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|----------------------|------------------------------|----------|--|----------------------|--|---------------|--|----------------------|---------------|----------------------|--|---------------|--|----------------------|--|----------------------|---|----|-------------------------------|----|----------------------------|----|----------------------------|----|------------|----|--|
| | <table border="1"> <tr><td>COMPLETED PRIMARY SCHOOL (8/9 YEARS)</td><td>3</td></tr> <tr><td>SECONDARY SCHOOL - GYMNASIUM</td><td>4</td></tr> <tr><td>SECONDARY SCHOOL - (TECHNICAL, PHARMACEUTICAL, MEDICAL ETC.)</td><td>5</td></tr> <tr><td>TWO YEAR SECONDARY SCHOOL (VOCATIONAL)</td><td>6</td></tr> <tr><td>THREE YEAR SECONDARY SCHOOL (VOCATIONAL)</td><td>7</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>TWO YEAR HIGHER EDUCATION (TECHINCAL, MEDICAL, ECONOMICS, EDUCATION, SOCIAL SERVICES ETC.)</td><td>8</td></tr> <tr><td>HIGHER EDUCATION (BACHELOR DEGREE 3 YEARS)</td><td>9</td></tr> <tr><td>HIGHER EDUCATION (BACHELOR DEGREE 4 YEARS)</td><td>10</td></tr> <tr><td>FACULTY OF MEDICINE (GENERAL MEDICINE, PHARMACY, DENTISTRY)</td><td>11</td></tr> <tr><td>POSTGRADUATE STUDIES (MASTER)</td><td>12</td></tr> <tr><td>SPECIALIZATION IN MEDICINE</td><td>13</td></tr> <tr><td>POSTGRADUATE STUDIES (PHD)</td><td>14</td></tr> <tr><td>Don't know</td><td>99</td></tr> </table> | COMPLETED PRIMARY SCHOOL (8/9 YEARS) | 3 | SECONDARY SCHOOL - GYMNASIUM | 4 | SECONDARY SCHOOL - (TECHNICAL, PHARMACEUTICAL, MEDICAL ETC.) | 5 | TWO YEAR SECONDARY SCHOOL (VOCATIONAL) | 6 | THREE YEAR SECONDARY SCHOOL (VOCATIONAL) | 7 | | | TWO YEAR HIGHER EDUCATION (TECHINCAL, MEDICAL, ECONOMICS, EDUCATION, SOCIAL SERVICES ETC.) | 8 | HIGHER EDUCATION (BACHELOR DEGREE 3 YEARS) | 9 | HIGHER EDUCATION (BACHELOR DEGREE 4 YEARS) | 10 | FACULTY OF MEDICINE (GENERAL MEDICINE, PHARMACY, DENTISTRY) | 11 | POSTGRADUATE STUDIES (MASTER) | 12 | SPECIALIZATION IN MEDICINE | 13 | POSTGRADUATE STUDIES (PHD) | 14 | Don't know | 99 | |
| COMPLETED PRIMARY SCHOOL (8/9 YEARS) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SECONDARY SCHOOL - GYMNASIUM | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SECONDARY SCHOOL - (TECHNICAL, PHARMACEUTICAL, MEDICAL ETC.) | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TWO YEAR SECONDARY SCHOOL (VOCATIONAL) | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| THREE YEAR SECONDARY SCHOOL (VOCATIONAL) | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TWO YEAR HIGHER EDUCATION (TECHINCAL, MEDICAL, ECONOMICS, EDUCATION, SOCIAL SERVICES ETC.) | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HIGHER EDUCATION (BACHELOR DEGREE 3 YEARS) | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HIGHER EDUCATION (BACHELOR DEGREE 4 YEARS) | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FACULTY OF MEDICINE (GENERAL MEDICINE, PHARMACY, DENTISTRY) | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| POSTGRADUATE STUDIES (MASTER) | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPECIALIZATION IN MEDICINE | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| POSTGRADUATE STUDIES (PHD) | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Don't know | 99 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (2.11) | What is the gender of the <u>most recent person hired</u> for [OCCUPATION TYPE _] ? <table border="1"> <tr><td>Male</td><td>1</td></tr> <tr><td>Female</td><td>2</td></tr> </table> | Male | 1 | Female | 2 | Type B <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (2.12) | What is the <u>average monthly gross compensation</u> over the past 6 months (or the months since hiring) of the most recent person your firm hired as a [OCCUPATION TYPE _] ? Write '888' if the respondent refuses to answer. Check this box if the compensation noted above is for a part-time position, leave blank if refused to answer. | <table border="1"> <tr><td><input type="text"/></td><td>EURO</td></tr> </table> Type B <input type="text"/> <input type="text"/> | <input type="text"/> | EURO | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="text"/> | EURO | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (2.13) | Is the salary for a [OCCUPATION TYPE _] negotiable at the moment of hiring? <table border="1"> <tr> <td>YES</td><td>1</td> <td>NO</td><td>2</td> <td>DON'T KNOW</td><td>9</td> </tr> </table> | YES | 1 | NO | 2 | DON'T KNOW | 9 | Type B <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | |
| YES | 1 | NO | 2 | DON'T KNOW | 9 | | | | | | | | | | | | | | | | | | | | | | | | | |
| (2.14) | Please look at this card and tell me what is the most important of these personal characteristics when deciding which employees should be hired. And the second most important? And the third most important? <u>SHOW CARD #5</u> <u>INTERVIEWER:</u> Use '1', '2' and '3' to indicate most important personal characteristics. If the respondent chooses 'Age' or 'Gender', use check/tick marks to indicate which category within age or gender is selected by the respondent. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <tr> <td></td><td>[Type A]</td><td>[Type B]</td></tr> <tr> <td>1 Age</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr> <td>15 - 24 years</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr> <td>25 - 44 years</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr> <td>45 - 64 years</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr> <td>2 Gender</td><td><input type="text"/></td><td><input type="text"/></td></tr> </table> | | | [Type A] | [Type B] | 1 Age | <input type="text"/> | <input type="text"/> | 15 - 24 years | <input type="text"/> | <input type="text"/> | 25 - 44 years | <input type="text"/> | <input type="text"/> | 45 - 64 years | <input type="text"/> | <input type="text"/> | 2 Gender | <input type="text"/> | <input type="text"/> | | | | | | | | | | |
| | [Type A] | [Type B] | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Age | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 - 24 years | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 - 44 years | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 45 - 64 years | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 Gender | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | Males | | |
|---|---|---------|--|--|
| | | Females | | |
| 3 | Family relations/ personal ties | | | |
| 4 | Ethnicity | | | |
| 5 | None of these personal characteristics matter | | | |

INTERVIEWER: WRITE BELOW THE TWO TYPES OF OCCUPATIONS THAT YOU HAVE IDENTIFIED AND REFER TO THEM WHEN NEEDED TO REMIND THE RESPONDENT.

Next, we would like to ask you about the skills that your employees may be using in their jobs. For this purpose, let's talk about two occupations. These are the two types:

Occupation Type A: _____

Occupation Type B: _____

For each question below, please think of the selected occupation when answering the following questions. Let's start with Occupation Type A --

.....
YES 1
.....
NO 2
.....

.....
REFUSE TO ANSWER 8
.....
DON'T KNOW 9
.....

| | | Type A | Type B |
|--------|---|----------------------|----------------------|
| (3.01) | Does the job regularly involve reading? (E.g. Letters, Sales orders, receipts, official communication, financial reports, operation guides etc., either in paper or computer) | <input type="text"/> | <input type="text"/> |
| (3.02) | Does the job regularly involve writing using correct spelling and grammar? | <input type="text"/> | <input type="text"/> |
| (3.03) | Does the job regularly involve math, that is, adding, subtracting, multiplying or dividing numbers - using a calculator or computer if necessary? | <input type="text"/> | <input type="text"/> |
| (3.04) | Does the job regularly involve solving problems that take 30 minutes or more to come up with a good solution? | <input type="text"/> | <input type="text"/> |
| (3.05) | Does the job regularly involve speaking a language other than ALBANIAN or SERBIAN? | <input type="text"/> | <input type="text"/> |
| (3.06) | Does the job regularly require making formal presentations to | | |

| | | | |
|--------|---|----------------------|----------------------|
| | clients or colleagues to persuade them of a point of view? | <input type="text"/> | <input type="text"/> |
| (3.07) | Does the job regularly involve interacting with a team of co-workers? | <input type="text"/> | <input type="text"/> |

MODULE 3: SKILLS USED BY THE CURRENT WORKFORCE
PAGE 12

| | | Type A | Type B |
|--|--|---|---|
| (3.08) | <p>What is the highest level of computer use involved in this job? SHOW CARD # 6</p> <p>NONE 1</p> <p>STRAIGHTFORWARD 2</p> <p>(Examples: data entry; sending and receiving emails; printing out an invoice in a shop, posting items in</p> <p>MODERATE 3</p> <p>(Examples: using Word or other word processing, or Excel or other spreadsheet, making Powerpoint presentations)</p> <p>COMPLEX 4</p> <p>(Examples: analysing information or design, including aided design, or analysis with accounting software; using statistical analysis package, writing macros in Excel, etc)</p> <p>SPECIALIZED 5</p> <p>Examples: software programming; managing computer networks)</p> <p>REFUSED 8</p> <p>DON'T KNOW 9</p> | <p>Type A</p> <p><input type="text"/></p> | <p>Type B</p> <p><input type="text"/></p> |
| <p>INTERVIEWER: GO BACK TO Q3.01 AND REPEAT FOR OCCUPATION</p> | | | |
| <p>NOW THINK OF A TYPICAL WORKER IN EACH OF THESE OCCUPATIONS. LET'S TALK ABOUT THE TYPICAL WORKER IN [OCCUPATION TYPE A] FIRST, THEN WE'LL TALK ABOUT THE TYPICAL WORKER IN [OCCUPATION TYPE B].</p> | | | |
| (3.09) | <p>Thinking of the last month, how frequently did the worker arrive at work on time (within 15 minutes)?</p> <p>LESS THAN HALF THE TIME 1</p> <p>ABOUT HALF OF THE TIME 2</p> <p>MORE THAN HALF OF THE TIME 3</p> | <p>TYPE A</p> <p><input type="text"/></p> | <p>TYPE B</p> <p><input type="text"/></p> |
| (3.10) | <p>What is the <u>average monthly gross compensation</u> over the last 12 months for this worker? (or since hiring, if less than 12 months). INCLUDE OVERTIME, BONUSES, COMMISSIONS, PER DIEMS, ETC.</p> <p>Write '888' if the respondent refuses to answer.</p> <p>Check this box if the compensation noted above is for a part-time position, and leave blank if the respondent refused to</p> | <p>TYPE A</p> <p><input type="text"/></p> <p>EURO</p> <p><input type="text"/></p> | <p>TYPE B</p> <p><input type="text"/></p> <p><input type="text"/></p> |
| (3.11) | <p>How long has it been since the last promotion (increase in job responsibility, change in job title, salary increase) for this worker? WRITE ANSWER IN MONTHS.</p> | <p>TYPE A</p> <p><input type="text"/></p> <p>MONTHS</p> | <p>TYPE B</p> <p><input type="text"/></p> |

IF THIS WORKER HAS NOT HAD A PROMOTION, WRITE 999.

MODULE 3: SKILLS USED BY THE CURRENT WORKFORCE

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| | | | |
|---|--|----------------------|----------------------|
| (3.12) | What is the highest education level this worker has completed? SHOW CARD #4 | | |
| | NONE/LESS THAN 4 YEARS OF ELEMENTARY SCHOOL 1 | | |
| | COMPLETED ELEMENTARY SCHOOL (4/5 YEARS) 2 | TYPE A | TYPE B |
| | COMPLETED PRIMARY SCHOOL (8/9 YEARS) 3 | <input type="text"/> | <input type="text"/> |
| | SECONDARY SCHOOL - GYMNASIUM 4 | | |
| | SECONDARY SCHOOL - (TECHNICAL, PHARMACEUTICAL, MEDICAL ETC.) 5 | | |
| | TWO YEAR SECONDARY SCHOOL (VOCATIONAL) 6 | | |
| | THREE YEAR SECONDARY SCHOOL (VOCATIONAL) 7 | | |
| | TWO YEAR HIGHER EDUCATION (TECHINCAL, MEDICAL, ECONOMICS, EDUCATION, SOCIAL 8 | | |
| | HIGHER EDUCATION (BACHELOR DEGREE 3 YEARS) 9 | | |
| | HIGHER EDUCATION (BACHELOR DEGREE 4 YEARS) 10 | | |
| | FACULTY OF MEDICINE (GENERAL MEDICINE, PHARMACY, DENTISTRY) 11 | | |
| | POSTGRADUATE STUDIES (MASTER) 12 | | |
| | SPECIALIZATION IN MEDICINE 13 | | |
| | POSTGRADUATE STUDIES (PHD) 14 | | |
| (3.13) | Does this worker have a technical or vocational certificate, diploma, or degree? | | |
| | YES 1 | TYPE A | TYPE B |
| | NO 2 | <input type="text"/> | <input type="text"/> |
| | DON'T KNOW 9 | | |
| (3.14) | Are you satisfied with the education level of this worker? | TYPE A | TYPE B |
| | YES 1 | <input type="text"/> | <input type="text"/> |
| | NO 2 | | |
| | DON'T KNOW 9 | | |
| (3.15) | What is the average age of this worker? | TYPE A | TYPE B |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | (In years) | | |
| (3.16) | What is the gender of this worker? | TYPE A | TYPE B |
| | Male 1 | <input type="text"/> | <input type="text"/> |
| | Female 2 | | |
| <u>INTERVIEWER: NOW REPEAT FROM Q3.09 FOR WORKER TYPE B</u> | | | |

MODULE 3: SKILLS USED BY THE CURRENT WORKFORCE

| | | |
|--|---|--|
| FOR OCCUPATION TYPE A <u>USE SHOW CARD # 7</u> | | (3.17) For each of the skills [ON SHOWCARD] indicate if there is a difference between what is required for the job and the current level of this skill in a typical [OCCUPATION TYPE A] worker. IF THERE IS A DIFFERENCE, GO TO 3.18 BEFORE MOVING ON TO THE NEXT SKILL. |
| | | Yes, there is a difference - 1 No, there is no difference - 2 This skill is not required for the job - 3 |
| | SKILLS | [Type A] |
| 1 | Can do calculations and work with numbers | |
| 2 | Can read and write in English | |
| 3 | Can read and write in other (non maternal) official language | |
| 4 | Can read and write in a foreign language (For example, Turkish, German, and other EU languages) | |
| 5 | Can find new and better ways to do things | |
| 6 | Can stay on a long and difficult task until it is finished | |
| 7 | Can be relied on to get things done | |
| 8 | Can work well with others and listens to others' views | |
| 9 | Can work well in very busy or difficult situations | |
| 10 | Can continue in the face of challenging situations at work | |
| 11 | Can easily adapt to new tasks or changes in the workplace | |
| 12 | Can use a computer for making presentations and/or other advanced purposes like creating and managing databases, or using specialized computer programs, etc. | |
| 13 | Can demonstrate specific technical skills | |

MODULE 3: SKILLS USED BY THE CURRENT WORKFORCE

| FOR OCCUPATION TYPE B <u>USE SHOW CARD # 8</u> | | (3.20) For each of the skills [ON SHOWCARD] indicate if there is a difference between what is required for the job and the current level of this skill in a typical [OCCUPATION TYPE B] worker. IF THERE IS A DIFFERENCE, GO TO 3.21 BEFORE MOVING ON TO THE NEXT SKILL. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|----------|---|--|----------------------------------|--|---------------------------------|--|---------------------------------|--|--|--|---|--|---------------------------------------|--|--|--|--|--|---|--|--|--|--|--|--|--|--|
| | | Yes there is a difference - 1 No, there is no difference - 2 This skill is not required for the job - 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>SKILLS</th> <th>[Type B]</th> </tr> </thead> <tbody> <tr> <td>1 Can do calculations and work with numbers</td> <td></td> </tr> <tr> <td>2 Can read and write in Albanian</td> <td></td> </tr> <tr> <td>3 Can read and write in Serbian</td> <td></td> </tr> <tr> <td>4 Can read and write in English</td> <td></td> </tr> <tr> <td>5 Can read and write in a foreign language (For example, Turkish, German, and other EU Languages.)</td> <td></td> </tr> <tr> <td>6 Can find new and better ways to do things</td> <td></td> </tr> <tr> <td>7 Can be relied on to get things done</td> <td></td> </tr> <tr> <td>8 Can work well with others and listens to others' views</td> <td></td> </tr> <tr> <td>9 Can work well in very busy times or difficult situations</td> <td></td> </tr> <tr> <td>10 Can continue in the face of challenging situations at work</td> <td></td> </tr> <tr> <td>11 Can easily adapt to new tasks or changes in the workplace</td> <td></td> </tr> <tr> <td>12 Can use a computer for basic word processing tasks, email and internet searches</td> <td></td> </tr> <tr> <td>13 Can demonstrate specific technical skills</td> <td></td> </tr> </tbody> </table> | SKILLS | [Type B] | 1 Can do calculations and work with numbers | | 2 Can read and write in Albanian | | 3 Can read and write in Serbian | | 4 Can read and write in English | | 5 Can read and write in a foreign language (For example, Turkish, German, and other EU Languages.) | | 6 Can find new and better ways to do things | | 7 Can be relied on to get things done | | 8 Can work well with others and listens to others' views | | 9 Can work well in very busy times or difficult situations | | 10 Can continue in the face of challenging situations at work | | 11 Can easily adapt to new tasks or changes in the workplace | | 12 Can use a computer for basic word processing tasks, email and internet searches | | 13 Can demonstrate specific technical skills | | |
| SKILLS | [Type B] | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Can do calculations and work with numbers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 Can read and write in Albanian | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 Can read and write in Serbian | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 Can read and write in English | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 Can read and write in a foreign language (For example, Turkish, German, and other EU Languages.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 Can find new and better ways to do things | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 Can be relied on to get things done | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 Can work well with others and listens to others' views | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 Can work well in very busy times or difficult situations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 Can continue in the face of challenging situations at work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 Can easily adapt to new tasks or changes in the workplace | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 Can use a computer for basic word processing tasks, email and internet searches | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 Can demonstrate specific technical skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

[illegible]

Now think about the occupations that have been selected - Type A and Type B. Not the typical worker in these occupations but the occupation itself.

INTERVIEWER: ASK ALL THE QUESTIONS 4.01 TO 4.16 FIRST FOR Occupation Type A, THEN COME BACK TO 4.01 TO ASK FOR Occupation Type B.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------------------|----------------------|----------------------|----------------------|----|----------|----------------------|----------------------|------------|----------|--------|--------|------------------------------------|--|--|--|----------------------|----------------------|---|--|--|--|----------------------|----------------------|--|--|--|--|----------------------|----------------------|---|--|--|--|----------------------|----------------------|---|--|--|--|----------------------|----------------------|-------------------------|--|--|--|----------------------|----------------------|
| (4.01) | <p>Does your workplace have regular contacts with educational or training institutions regarding [OCCUPATION TYPE _] positions, for recruitment, training, work placement, or another reason?</p> <table border="0"> <tr> <td>YES</td> <td>1</td> <td>Type A</td> <td>Type B</td> </tr> <tr> <td>NO</td> <td>2 >>4.03</td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>DON'T KNOW</td> <td>9 >>4.03</td> <td></td> <td></td> </tr> </table> | YES | 1 | Type A | Type B | NO | 2 >>4.03 | <input type="text"/> | <input type="text"/> | DON'T KNOW | 9 >>4.03 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| YES | 1 | Type A | Type B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NO | 2 >>4.03 | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DON'T KNOW | 9 >>4.03 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (4.02) | <p>For what purpose does your workplace have these contacts, for [OCCUPATION TYPE _] positions?</p> <table border="0"> <tr> <td>YES</td> <td>1</td> <td>DON'T KNOW</td> <td>9</td> <td></td> <td></td> </tr> <tr> <td>NO</td> <td>2</td> <td></td> <td></td> <td>Type A</td> <td>Type B</td> </tr> <tr> <td colspan="4">1 You use for Recruitment of staff</td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td colspan="4">2 Your firm participates in testing of students</td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td colspan="4">3 Your firm gives feedback to the institution for their Curriculum development</td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td colspan="4">4 Your firm uses the institution for further training</td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td colspan="4">5 Your firm provides work experience for students (internships and apprenticeships)</td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td colspan="4">6 Other (Specify _____)</td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table> | YES | 1 | DON'T KNOW | 9 | | | NO | 2 | | | Type A | Type B | 1 You use for Recruitment of staff | | | | <input type="text"/> | <input type="text"/> | 2 Your firm participates in testing of students | | | | <input type="text"/> | <input type="text"/> | 3 Your firm gives feedback to the institution for their Curriculum development | | | | <input type="text"/> | <input type="text"/> | 4 Your firm uses the institution for further training | | | | <input type="text"/> | <input type="text"/> | 5 Your firm provides work experience for students (internships and apprenticeships) | | | | <input type="text"/> | <input type="text"/> | 6 Other (Specify _____) | | | | <input type="text"/> | <input type="text"/> |
| YES | 1 | DON'T KNOW | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NO | 2 | | | Type A | Type B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 You use for Recruitment of staff | | | | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 Your firm participates in testing of students | | | | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 Your firm gives feedback to the institution for their Curriculum development | | | | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 Your firm uses the institution for further training | | | | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 Your firm provides work experience for students (internships and apprenticeships) | | | | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 Other (Specify _____) | | | | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Now we will ask you a couple of questions on On-The-Job training. This type of training is provided to employees during the initial stages of employment. It is training provided to the employee while he/she is doing the actual job. The training can be "hands-on" and is delivered by an experienced employee.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (4.03) | <p>Did the [OCCUPATION TYPE _] employees in your workplace receive any on-the-job training last year? [Do not include any training mandated by law].</p> <table border="0"> <tr> <td>YES</td> <td>1</td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>NO</td> <td>2 >>4.05</td> <td>Type A</td> <td>Type B</td> </tr> <tr> <td>DON'T KNOW</td> <td>9 >>4.05</td> <td></td> <td></td> </tr> </table> | YES | 1 | <input type="text"/> | <input type="text"/> | NO | 2 >>4.05 | Type A | Type B | DON'T KNOW | 9 >>4.05 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| YES | 1 | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NO | 2 >>4.05 | Type A | Type B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DON'T KNOW | 9 >>4.05 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (4.04) | <p>What percentage received on-the-job training last year?</p> <table border="0"> <tr> <td>TYPE A</td> <td>TYPE B</td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table> | TYPE A | TYPE B | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TYPE A | TYPE B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | % | % |
|--------|---|-------------------------------|-------------------------------|
| (4.05) | Did the [OCCUPATION TYPE _] employees in your workplace receive any other training on the premises of the firm in the last year? [Do not include training mandated by law]. | | |
| | <div> <div>YES</div> <div>1</div> </div> <div> <div>NO</div> <div>2 >>4.11</div> </div> <div> <div>DON'T KNOW</div> <div>9 >>4.11</div> </div> | <div>TYPE A</div> <div></div> | <div>TYPE B</div> <div></div> |

MODULE 4: TRAINING AND OPINIONS

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| | | | |
|--------|--|--------|--------|
| (4.06) | For each training option below, Indicate if the [OCCUPATION TYPE_] employees received this training. | | |
| | <div>YES</div> <div>1</div> | | |
| | <div>NO</div> <div>2</div> | | |
| | | TYPE A | TYPE B |
| 1 | Training by the firm's managers, technical persons, peers, etc. | | |
| 2 | Training by the firm's dedicated trainers | | |
| 3 | Training on the firm's premises with external trainers (consultants, private training companies including online | | |
| 4 | Other (specify _____) | | |

| (4.07) | For the 'yeses' above in Q 4.06, provide the percentage of employees that received training on the firm's premises and the average number of days a trainee received training. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|---|--------|--------|------|------|---|---|-------------------|---|---|---|--|---|---|---|--|---|-----------------------|--|--|--|--------|--|---|------------|--|--|--|--|--|--|--|--|
| | | <table border="1"> <thead> <tr> <th colspan="2">TYPE A</th> </tr> <tr> <th>%</th> <th>DAYS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Training by the firm's managers, technical persons, peers, etc.</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Training by the firm's dedicated trainers</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Training on the firm's premises with external trainers (consultants, private training companies, government institutions, etc.)</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Other (specify _____)</td> <td></td> <td></td> </tr> </tbody> </table> | | TYPE A | | % | DAYS | 1 | Training by the firm's managers, technical persons, peers, etc. | | | 2 | Training by the firm's dedicated trainers | | | 3 | Training on the firm's premises with external trainers (consultants, private training companies, government institutions, etc.) | | | 4 | Other (specify _____) | | | <table border="1"> <thead> <tr> <th colspan="2">TYPE B</th> </tr> <tr> <th>%</th> <th>AVG # DAYS</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> | TYPE B | | % | AVG # DAYS | | | | | | | | |
| | TYPE A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | % | DAYS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | Training by the firm's managers, technical persons, peers, etc. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2 | Training by the firm's dedicated trainers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Training on the firm's premises with external trainers (consultants, private training companies, government institutions, etc.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Other (specify _____) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TYPE B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % | AVG # DAYS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (4.08) | Thinking about the training conducted on the firm's premises in the last year, what was the content of the longest training received? <i>SINGLE RESPONSE</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <tbody> <tr> <td>ICT SKILLS TRAINING (INCLUDING USE OF COMPUTERS, INTERNET AND BASIC SOFTWARE SUCH AS A WORD PROCESSOR)</td> <td>1</td> <td rowspan="6"> <table border="1"> <thead> <tr> <th>TYPE A</th> <th>TYPE B</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> </td> </tr> <tr> <td>BASIC SKILLS TRAINING (reading/writing/math)</td> <td>2</td> </tr> <tr> <td>LANGUAGE TRAINING</td> <td>3</td> </tr> <tr> <td>OCCUPATION-SPECIFIC TRAINING</td> <td>4</td> </tr> <tr> <td>PERSONAL DEVELOPMENT TRAINING (including working in a team, time-use, leadership, handling stress, etc.)</td> <td>5</td> </tr> <tr> <td>OTHER [Specify _____]</td> <td>6</td> </tr> </tbody> </table> | ICT SKILLS TRAINING (INCLUDING USE OF COMPUTERS, INTERNET AND BASIC SOFTWARE SUCH AS A WORD PROCESSOR) | 1 | <table border="1"> <thead> <tr> <th>TYPE A</th> <th>TYPE B</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> | TYPE A | TYPE B | | | BASIC SKILLS TRAINING (reading/writing/math) | 2 | LANGUAGE TRAINING | 3 | OCCUPATION-SPECIFIC TRAINING | 4 | PERSONAL DEVELOPMENT TRAINING (including working in a team, time-use, leadership, handling stress, etc.) | 5 | OTHER [Specify _____] | 6 | | | | | | | | | | | | | | | | | | |
| ICT SKILLS TRAINING (INCLUDING USE OF COMPUTERS, INTERNET AND BASIC SOFTWARE SUCH AS A WORD PROCESSOR) | 1 | <table border="1"> <thead> <tr> <th>TYPE A</th> <th>TYPE B</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> | TYPE A | | TYPE B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TYPE A | TYPE B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BASIC SKILLS TRAINING (reading/writing/math) | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LANGUAGE TRAINING | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OCCUPATION-SPECIFIC TRAINING | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PERSONAL DEVELOPMENT TRAINING (including working in a team, time-use, leadership, handling stress, etc.) | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OTHER [Specify _____] | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (4.09) | What was the duration in days of that longest training? [If less than 1 day write '1'] | | <table border="1"> <thead> <tr> <th>TYPE A</th> <th>TYPE B</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td>DAYS</td> <td>DAYS</td> </tr> </tbody> </table> | TYPE A | TYPE B | | | DAYS | DAYS | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TYPE A | TYPE B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DAYS | DAYS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (4.10) | How much did your workplace spend paying outside providers for training conducted on the firm's premises last year for all [OCCUPATION TYPE _] employees? IF DID NOT SPEND ANYTHING, WRITE '0' | | <table border="1"> <thead> <tr> <th>Type A</th> <th>Type B</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: right;">Euro</p> | Type A | Type B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Type A | Type B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | | |
|--------|--|----------|----------------------|----------------------|
| (4.11) | Did the [OCCUPATION TYPE _] employees in your workplace receive training organized by the firm <u>outside the firm's premises</u> last year? [Do not include training mandated by law] | | TYPE A | TYPE B |
| | YES | 1 | <input type="text"/> | <input type="text"/> |
| | NO | 2 >>4.15 | | |
| | DON'T KNOW | 9 >>4.15 | | |

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| | | | | |
|--------|---|--|--------------------------------|--------------------------------|
| (4.12) | For each training option below, Indicate if the [OCCUPATION TYPE_] employees received this training. | | | |
| | YES 1 | | | |
| | NO 2 | | | |
| | | | TYPE A | TYPE B |
| | 1 Through public training providers | | <input type="text"/> | <input type="text"/> |
| | 2 Through private training providers | | <input type="text"/> | <input type="text"/> |
| | 3 Through equipment suppliers (for example, a company selling computers providing training on software) | | <input type="text"/> | <input type="text"/> |
| | 4 NGO's or international organizations | | <input type="text"/> | <input type="text"/> |
| | 5 Other (specify _____) | | <input type="text"/> | <input type="text"/> |
| | | | | |
| | | | | |
| (4.13) | For the 'yeses' above in Q 4.12, indicate the percentage of [OCCUPATION TYPE] employees that received the following types of training outside the firm and the average number of days a trainee received training: | | | |
| | | | TYPE A | TYPE B |
| | | | % | AVG # DAYS |
| | 1 Through public training providers | | <input type="text"/> | <input type="text"/> |
| | 2 Through private training providers | | <input type="text"/> | <input type="text"/> |
| | 3 Through equipment suppliers (for example, a company selling computers providing training on software) | | <input type="text"/> | <input type="text"/> |
| | 4 NGO's or international organizations | | <input type="text"/> | <input type="text"/> |
| | 5 Other (specify _____) | | <input type="text"/> | <input type="text"/> |
| | | | | |
| | | | | |
| (4.14) | How much did your workplace spend paying outside providers for training outside the firm last year for [OCCUPATION TYPE _] employees? IF DID NOT SPEND ANYTHING, WRITE '0' | | Type A <input type="text"/> | Type B <input type="text"/> |
| | | | Euro | |
| (4.15) | INTERVIEWER: LOOK AT QUESTIONS 4.03, 4.05 AND 4.11: IS ANY OF THESE ANSWERS YES, INDICATING TRAINING FOR [OCCUPATION TYPE]? | | Type A <input type="text"/> | Type B <input type="text"/> |
| | AT LEAST ONE YES 1 | | | |
| | ALL NO'S 2 >>4.01 TO BEGIN OCCUPATION TYPE B, OR IF FINISHED TYPE B >>4.17 | | | |
| | | | | |
| (4.16) | Thinking of the [OCCUPATION TYPE _] employees in your workplace: in the last year, did male employees receive more training, or did female employees receive more training , or did they have approximately equal training? | | Type A | Type B |
| | MALES RECEIVED MORE 1 | | <input type="text"/> | <input type="text"/> |
| | FEMALES RECEIVED MORE 2 | | | |
| | THEY RECEIVED EQUAL TRAINING 3 | | | |
| | THERE IS ONLY ONE GENDER 4 | | | |
| | | | | |

INTERVIEWER: IF YOU HAVE FINISHED ASKING QUESTIONS FOR Occupation Type A, GO BACK TO QUESTION 4.01 TO ASK THE QUESTIONS 4.01-4.16 FOR Occupation Type B.

IF YOU HAVE FINISHED ASKING FOR Occupation Type B, CONTINUE TO Q 4.17

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|---------------------------|---|---------------------------|---|---------------------------|---|-------------------|---|----------------|---|---------------------------|---|----------------|---|--|
| (4.17) | <p>In your opinion, do you agree or disagree with the following statements describing the general educational system (including higher education) in [COUNTRY]? Rate each statement on a scale of 1 to 5 using the categories on this scorecard.</p> <table border="0"> <tr> <td>STRONGLY DISAGREE</td><td>1</td> <td>NEITHER AGREE OR DISAGREE</td><td>3</td> </tr> <tr> <td>SOMEWHAT DISAGREE</td><td>2</td> <td>SOMEWHAT AGREE</td><td>4</td> </tr> <tr> <td></td><td></td> <td>STRONGLY AGREE</td><td>5</td> </tr> </table> <p>USE SHOW CARD #9</p> <ol style="list-style-type: none"> Meets the skill needs of your business adequately Produces people with the skills you ranked as important Produces people with the up-to-date knowledge of methods, materials and technology Produces people with practical experience that can be applied to their work Produces people with personal skills like time-management, reliability, ability to work with others, etc. | STRONGLY DISAGREE | 1 | NEITHER AGREE OR DISAGREE | 3 | SOMEWHAT DISAGREE | 2 | SOMEWHAT AGREE | 4 | | | STRONGLY AGREE | 5 | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| STRONGLY DISAGREE | 1 | NEITHER AGREE OR DISAGREE | 3 | | | | | | | | | | | |
| SOMEWHAT DISAGREE | 2 | SOMEWHAT AGREE | 4 | | | | | | | | | | | |
| | | STRONGLY AGREE | 5 | | | | | | | | | | | |
| (4.18) | <p>Does the workplace have any experience recruiting from the training system (including TVET, technical schools and institutions, etc) of the country?</p> <p>YES 1</p> <p>NO 2 >> 4.20</p> | <input type="text"/> | | | | | | | | | | | | |
| (4.19) | <p>In your opinion, do you agree or disagree with the following statements describing the training system [IN COUNTRY]? Rate each statement on a scale of 1 to 5 using the categories on this scorecard.</p> <table border="0"> <tr> <td>STRONGLY DISAGREE</td><td>1</td> <td>NEITHER AGREE OR DISAGREE</td><td>3</td> </tr> <tr> <td>SOMEWHAT DISAGREE</td><td>2</td> <td>SOMEWHAT AGREE</td><td>4</td> </tr> <tr> <td></td><td></td> <td>STRONGLY AGREE</td><td>5</td> </tr> </table> <p>USE SHOW CARD #9</p> <ol style="list-style-type: none"> Meets the skill needs of your business adequately Produces people with the skills you ranked as important Produces people with the up-to-date knowledge of methods, materials and technology Produces people with practical experience that can be applied to their work Produces people with personal skills like time-management, reliability, ability to work with others, etc. | STRONGLY DISAGREE | 1 | NEITHER AGREE OR DISAGREE | 3 | SOMEWHAT DISAGREE | 2 | SOMEWHAT AGREE | 4 | | | STRONGLY AGREE | 5 | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| STRONGLY DISAGREE | 1 | NEITHER AGREE OR DISAGREE | 3 | | | | | | | | | | | |
| SOMEWHAT DISAGREE | 2 | SOMEWHAT AGREE | 4 | | | | | | | | | | | |
| | | STRONGLY AGREE | 5 | | | | | | | | | | | |
| (4.20) | <p>In your opinion, do you agree or disagree with the following statements regarding hiring decisions for female applicants --</p> <table border="0"> <tr> <td>STRONGLY DISAGREE</td><td>1</td> <td>SOMEWHAT AGREE</td><td>4</td> </tr> <tr> <td>SOMEWHAT DISAGREE</td><td>2</td> <td>STRONGLY AGREE</td><td>5</td> </tr> <tr> <td>NEITHER AGREE OR DISAGREE</td><td>3</td> <td>DON'T KNOW</td><td>9</td> </tr> </table> <p>USE SHOW CARD #9</p> <ol style="list-style-type: none"> Women expect higher benefits than firms can offer (such as flexible hours) Women lack the required work experience Women lack the required skills Women are costlier to hire than men given labor regulations (such as maternity leave provisions) | STRONGLY DISAGREE | 1 | SOMEWHAT AGREE | 4 | SOMEWHAT DISAGREE | 2 | STRONGLY AGREE | 5 | NEITHER AGREE OR DISAGREE | 3 | DON'T KNOW | 9 | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| STRONGLY DISAGREE | 1 | SOMEWHAT AGREE | 4 | | | | | | | | | | | |
| SOMEWHAT DISAGREE | 2 | STRONGLY AGREE | 5 | | | | | | | | | | | |
| NEITHER AGREE OR DISAGREE | 3 | DON'T KNOW | 9 | | | | | | | | | | | |

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| (4.21) | In your opinion, is there usually a difference in the following skills between a female and a male employee? | | |
| | <u>USE SHOW CARD #10</u> | | |
| | YES, MEN ARE BETTER EQUIPPED | 1 | |
| | YES, WOMEN ARE BETTER EQUIPPED | 2 | |
| | NO, THERE IS NO DIFFERENCE | 3 | |
| | 1 | Doing calculations and working with numbers | |
| | 2 | Reading and writing in English | |
| | 3 | Reading and writing in (another) foreign language | |
| | 4 | Finding new and better ways to do things | |
| | 5 | Staying on a long and difficult task until it is finished | |
| | 6 | Being relied on to get things done | |
| | 7 | Working well with others and listening to others' views | |
| | 8 | Working well in very busy or difficult situations | |
| | 9 | Continuing in the face of challenging situations at work | |
| 10 | Easily adapting to new tasks or changes in the workplace | | |
| | Using a computer for email, internet, word processing tasks and/or other advanced | | |
| 11 | purposes like creating and managing databases, or using specialized computer programs, etc. | | |
| 12 | Demonstrating specific technical skills | | |

| | | | | | | | | | | | | | | | | |
|--|--|---|---|----------------------|---------------------------------------|----------------------|----------------------------------|---|--|---|--|---|------------------|---|------------|---|
| (5.01) | <p>How would you describe the financial performance of your company in the last fiscal year? <i>SINGLE RESPONSE</i> SHOW CARD #11</p> <table border="1"> <tr> <td>Very poor (large losses over the last year)</td> <td>1</td> <td rowspan="7"><input type="text"/></td> </tr> <tr> <td>Poor (some losses over the last year)</td> <td>2</td> </tr> <tr> <td>Stable (breaking even last year)</td> <td>3</td> </tr> <tr> <td>Good (some profits over the last year)</td> <td>4</td> </tr> <tr> <td>Very good (large profits over the last year)</td> <td>5</td> </tr> <tr> <td>Refuse to answer</td> <td>8</td> </tr> <tr> <td>Don't know</td> <td>9</td> </tr> </table> | Very poor (large losses over the last year) | 1 | <input type="text"/> | Poor (some losses over the last year) | 2 | Stable (breaking even last year) | 3 | Good (some profits over the last year) | 4 | Very good (large profits over the last year) | 5 | Refuse to answer | 8 | Don't know | 9 |
| Very poor (large losses over the last year) | 1 | <input type="text"/> | | | | | | | | | | | | | | |
| Poor (some losses over the last year) | 2 | | | | | | | | | | | | | | | |
| Stable (breaking even last year) | 3 | | | | | | | | | | | | | | | |
| Good (some profits over the last year) | 4 | | | | | | | | | | | | | | | |
| Very good (large profits over the last year) | 5 | | | | | | | | | | | | | | | |
| Refuse to answer | 8 | | | | | | | | | | | | | | | |
| Don't know | 9 | | | | | | | | | | | | | | | |
| (5.02) | <p>How would you describe the growth prospects for your company in the coming three years? <i>SINGLE RESPONSE</i> SHOW CARD #12</p> <table border="1"> <tr> <td>Very poor (strong contraction expected)</td> <td>1</td> <td rowspan="7"><input type="text"/></td> </tr> <tr> <td>Poor (mild contraction expected)</td> <td>2</td> </tr> <tr> <td>Stable</td> <td>3</td> </tr> <tr> <td>Good (mild expansion expected)</td> <td>4</td> </tr> <tr> <td>Very good (strong expansion expected)</td> <td>5</td> </tr> <tr> <td>Refuse to answer</td> <td>8</td> </tr> <tr> <td>Don't know</td> <td>9</td> </tr> </table> | Very poor (strong contraction expected) | 1 | <input type="text"/> | Poor (mild contraction expected) | 2 | Stable | 3 | Good (mild expansion expected) | 4 | Very good (strong expansion expected) | 5 | Refuse to answer | 8 | Don't know | 9 |
| Very poor (strong contraction expected) | 1 | <input type="text"/> | | | | | | | | | | | | | | |
| Poor (mild contraction expected) | 2 | | | | | | | | | | | | | | | |
| Stable | 3 | | | | | | | | | | | | | | | |
| Good (mild expansion expected) | 4 | | | | | | | | | | | | | | | |
| Very good (strong expansion expected) | 5 | | | | | | | | | | | | | | | |
| Refuse to answer | 8 | | | | | | | | | | | | | | | |
| Don't know | 9 | | | | | | | | | | | | | | | |
| (5.03) | <p>Who is the main buyer of your products or services? <i>SINGLE RESPONSE</i></p> <table border="1"> <tr> <td>Individuals/end users/end consumers</td> <td>1</td> <td rowspan="6"><input type="text"/></td> </tr> <tr> <td>Other companies</td> <td>2</td> </tr> <tr> <td>Government</td> <td>3</td> </tr> <tr> <td>NGO's or international organizations</td> <td>4</td> </tr> <tr> <td>Other (specify _____)</td> <td>5</td> </tr> <tr> <td>Don't know</td> <td>9</td> </tr> </table> | Individuals/end users/end consumers | 1 | <input type="text"/> | Other companies | 2 | Government | 3 | NGO's or international organizations | 4 | Other (specify _____) | 5 | Don't know | 9 | | |
| Individuals/end users/end consumers | 1 | <input type="text"/> | | | | | | | | | | | | | | |
| Other companies | 2 | | | | | | | | | | | | | | | |
| Government | 3 | | | | | | | | | | | | | | | |
| NGO's or international organizations | 4 | | | | | | | | | | | | | | | |
| Other (specify _____) | 5 | | | | | | | | | | | | | | | |
| Don't know | 9 | | | | | | | | | | | | | | | |
| (5.04) | <p>Does your company have business contacts with entities in other countries?</p> <table border="1"> <tr> <td>YES</td> <td>1</td> <td>DON'T KNOW</td> <td>9</td> <td rowspan="2"><input type="text"/></td> </tr> <tr> <td>NO</td> <td>2</td> <td></td> <td></td> </tr> </table> | YES | 1 | DON'T KNOW | 9 | <input type="text"/> | NO | 2 | | | | | | | | |
| YES | 1 | DON'T KNOW | 9 | <input type="text"/> | | | | | | | | | | | | |
| NO | 2 | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------|--|-------|----------------|------------|-------|------------|------------|-------|-------|----|-------------|-------|---|------------------------------------|-------|---|--|--|---|---|--|---|--|--|---|---|--|
| (5.05) | <p>In the past 3 years, has your firm introduced any...</p> <table border="0"> <tr> <td>.....</td> <td>YES</td> <td>1</td> <td>.....</td> <td>DON'T KNOW</td> <td>9</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>NO</td> <td>2</td> <td>.....</td> <td></td> <td></td> <td>.....</td> </tr> </table> <table border="1"> <tr> <td>1</td> <td>New or significantly improved products or services</td> <td></td> </tr> <tr> <td>2</td> <td>New or significantly improved methods of manufacturing or producing goods or services</td> <td></td> </tr> <tr> <td>3</td> <td>New or significantly improved procedures (logistics, delivery or distribution methods) or supporting activities for your processes (accounting, maintenance, or computing systems, etc.)</td> <td></td> </tr> <tr> <td>4</td> <td>New or significantly improved organizational structures or management practices</td> <td></td> </tr> </table> | | YES | 1 | | DON'T KNOW | 9 | | | NO | 2 | | | | | 1 | New or significantly improved products or services | | 2 | New or significantly improved methods of manufacturing or producing goods or services | | 3 | New or significantly improved procedures (logistics, delivery or distribution methods) or supporting activities for your processes (accounting, maintenance, or computing systems, etc.) | | 4 | New or significantly improved organizational structures or management practices | |
| | YES | 1 | | DON'T KNOW | 9 | | | | | | | | | | | | | | | | | | | | | | |
| | NO | 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | New or significantly improved products or services | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | New or significantly improved methods of manufacturing or producing goods or services | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | New or significantly improved procedures (logistics, delivery or distribution methods) or supporting activities for your processes (accounting, maintenance, or computing systems, etc.) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | New or significantly improved organizational structures or management practices | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (5.06) | <p>During the last three years, did this establishment spend on formal research and development activities, either in-house or contracted with other companies?</p> <table border="0"> <tr> <td>.....</td> <td>YES</td> <td>1</td> <td>.....</td> <td>DON'T KNOW</td> <td>9</td> <td></td> </tr> <tr> <td>.....</td> <td>NO</td> <td>2</td> <td>.....</td> <td></td> <td></td> <td></td> </tr> </table> | | YES | 1 | | DON'T KNOW | 9 | | | NO | 2 | | | | | | | | | | | | | | | | |
| | YES | 1 | | DON'T KNOW | 9 | | | | | | | | | | | | | | | | | | | | | | |
| | NO | 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| (5.07) | <p>Can you please indicate the extent to which each of the following factors presents a constraint to doing business? [INTERVIEWER - SHOWCARD # 13]</p> <p>Please answer on a scale of 1 to 5, where 1 means 'no problem' and 5 means 'severe problem'</p> <table border="0"> <tr> <td>.....</td> <td>NOT APPLICABLE</td> <td>8</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>DON'T KNOW</td> <td>9</td> <td>.....</td> </tr> </table> <table border="1"> <tr> <td>1</td> <td>Electricity</td> <td></td> </tr> <tr> <td>2</td> <td>Telecommunications, Transportation</td> <td></td> </tr> </table> | | NOT APPLICABLE | 8 | | | DON'T KNOW | 9 | | 1 | Electricity | | 2 | Telecommunications, Transportation | | | | | | | | | | | | | |
| | NOT APPLICABLE | 8 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | DON'T KNOW | 9 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Electricity | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Telecommunications, Transportation | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|--|----|--|--|
| | 3 | Access to Land | |
| | 4 | Tax rates, Tax administration | |
| | 5 | Customs and Trade Regulations | |
| | 6 | Business Licensing and Operating Permits | |
| | 7 | Access to Financing (e.g. collateral), Cost of Financing (e.g. interest rates) | |
| | 8 | Political Uncertainty; Economic and Financial Instability (inflation, exchange rate) | |
| | 9 | Corruption; Crime, theft and disorder | |
| | 10 | Anti-competitive or informal practices ; Legal system/conflict resolution | |
| | 11 | Labor Factors (for example, availability of labor, labor laws, high turnover, training, wage levels, etc). | |

MODULE 5: BACKGROUND CHARACTERISTICS

PAGE 23

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------|--|---|-------------------|---|--|--|---|--------------------|--|---|------------------------------|--|---|--|--|---|--|--|---|-------------------|--|---|---|--|---|--------------------|
| (5.08) | Can you please indicate how problematic each of the following <u>labor factors</u> is for the operation and growth of your business? [INTERVIEWER - SHOW CARD # 13] | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Please answer on a scale of 1 to 5, where 1 means 'no problem' and 5 means 'severe problem'</p> <p>NOT APPLICABLE 8</p> <p>DON'T KNOW 9</p> <table border="1"> <tr> <td>1</td> <td>EMPLOYMENT PROTECTION LEGISLATION/ LABOR CODE LAWS</td> <td></td> </tr> <tr> <td>2</td> <td>LABOR AVAILABILITY</td> <td></td> </tr> <tr> <td>3</td> <td>GENERAL EDUCATION OF WORKERS</td> <td></td> </tr> <tr> <td>4</td> <td>TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING OF WORKERS</td> <td></td> </tr> <tr> <td>5</td> <td>FINDING WORKERS WITH PREVIOUS EXPERIENCE</td> <td></td> </tr> <tr> <td>6</td> <td>HIGH JOB TURNOVER</td> <td></td> </tr> <tr> <td>7</td> <td>PAYROLL TAXES AND SOCIAL SECURITY CONTRIBUTIONS</td> <td></td> </tr> <tr> <td>8</td> <td>OVERALL WAGE LEVEL</td> <td></td> </tr> </table> | | | 1 | EMPLOYMENT PROTECTION LEGISLATION/ LABOR CODE LAWS | | 2 | LABOR AVAILABILITY | | 3 | GENERAL EDUCATION OF WORKERS | | 4 | TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING OF WORKERS | | 5 | FINDING WORKERS WITH PREVIOUS EXPERIENCE | | 6 | HIGH JOB TURNOVER | | 7 | PAYROLL TAXES AND SOCIAL SECURITY CONTRIBUTIONS | | 8 | OVERALL WAGE LEVEL |
| 1 | EMPLOYMENT PROTECTION LEGISLATION/ LABOR CODE LAWS | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | LABOR AVAILABILITY | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | GENERAL EDUCATION OF WORKERS | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING OF WORKERS | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | FINDING WORKERS WITH PREVIOUS EXPERIENCE | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | HIGH JOB TURNOVER | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | PAYROLL TAXES AND SOCIAL SECURITY CONTRIBUTIONS | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | OVERALL WAGE LEVEL | | | | | | | | | | | | | | | | | | | | | | | | | |
| (5.09) | Does your workplace employ a HR person? | | | | | | | | | | | | | | | | | | | | | | | | | |
| | YES | 1 | DON'T KNOW 9 | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|--------|---|
| | NO 2 |
| (5.10) | <p>Finally, we have a few questions about the recent results at your firm. All information that you give in this survey is completely confidential. If necessary, these may be answered by the accounting/finance department:</p> <p>Name of the respondent (if different):</p> <p>Position:</p> <p>Phone number and email address:</p> |

MODULE 5: BACKGROUND CHARACTERISTICS
PAGE 24

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|------|------|--------------------------------------|--|--|---|--|--|--|-----------------|-------|---|--|--|---|--|--|-------|--|-------------|--|--|--|--|--|--|--|--|--|
| (5.11) | <p>Please tell us the following for the two most recent year-end reports for this firm (that is: the annual financial report for an enterprise):</p> <table border="1"> <tr> <td>IF REFUSE TO ANSWER/ DON'T KNOW, ASK WHO ELSE YOU CAN SPEAK WITH TO GET THIS INFORMATION</td><td>2013</td><td>2014</td></tr> <tr> <td>Date of the year ending: day/mo/year</td><td></td><td></td></tr> <tr> <td>Average number of employees in the year</td><td></td><td></td></tr> <tr> <td></td><td>Euro:</td><td>Euro:</td></tr> <tr> <td>Wage bill and compensation fund for workers</td><td></td><td></td></tr> <tr> <td>Operating expenses (rent, electricity, inventory maintenance) and Cost of goods sold and inputs</td><td></td><td></td></tr> <tr> <td>Sales</td><td></td><td></td></tr> </table> | IF REFUSE TO ANSWER/ DON'T KNOW, ASK WHO ELSE YOU CAN SPEAK WITH TO GET THIS INFORMATION | 2013 | 2014 | Date of the year ending: day/mo/year | | | Average number of employees in the year | | | | Euro: | Euro: | Wage bill and compensation fund for workers | | | Operating expenses (rent, electricity, inventory maintenance) and Cost of goods sold and inputs | | | Sales | | | | | | | | | | | |
| IF REFUSE TO ANSWER/ DON'T KNOW, ASK WHO ELSE YOU CAN SPEAK WITH TO GET THIS INFORMATION | 2013 | 2014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date of the year ending: day/mo/year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Average number of employees in the year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Euro: | Euro: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wage bill and compensation fund for workers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Operating expenses (rent, electricity, inventory maintenance) and Cost of goods sold and inputs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sales | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (5.12) | <p>What is the statistical code (or codes) of the firm?</p> <table border="1"> <tr> <td>1 Certificate of registration</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>2 Fiscal Number</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>3 VAT Filer</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | 1 Certificate of registration | | | | | | | | | | 2 Fiscal Number | | | | | | | | | | 3 VAT Filer | | | | | | | | | |
| 1 Certificate of registration | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 Fiscal Number | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 VAT Filer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (5.13) | <p>What percentage of currently employed permanent workers contribute to a pension plan?</p> <p>Percentage permanent workers with pension contribution <input type="text"/></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

INTERVIEWER: Please complete these questions yourself after you have completed the interview. The questions below are designed to gather your impressions on the interview you have just completed.

| | |
|------|---|
| 6.01 | <p>What is your impression of how well the respondent understood the questions being asked?</p> <p> VERY WELL 1 QUITE WELL 2 NOT SO WELL 3 <input type="text"/> POORLY 4 A LOT OF DIFFICULTY UNDERSTANDING 5 </p> |
| 6.02 | <p>What is your impression of how serious and candid the respondent was when answering questions?</p> <p> VERY SERIOUS 1 SERIOUS 2 <input type="text"/> NOT VERY SERIOUS 3 NOT SERIOUS AT ALL 4 </p> |
| 6.03 | <p>There can be many distractions during an interview: noise, people interrupting, phone calls, respondent feeling pressed for time, etc. What is your impression of how much distraction there was for the respondent when answering the questionnaire?</p> <p> VERY LITTLE OR NO DISTRACTION 1 SOME DISTRACTION, NOT SERIOUS 2 <input type="text"/> SOME DISTRACTION, BOTHERING TO THE RESPONDENT 3 A GREAT DEAL OF DISTRACTION 4 </p> |
| 6.04 | <p>How often did the respondent ask you (the interviewer) for assistance, clarification or examples?</p> <p> VERY OFTEN - IN MANY QUESTIONS 1 FAIRLY OFTEN 2 <input type="text"/> SOMETIMES 3 RARELY 4 </p> |

SHOW CARD #1

| | |
|---|---|
| A | Agriculture, forestry and fishing |
| B | Mining and quarrying |
| C | Manufacturing |
| D | Electricity, gas, steam and air conditioning supply |
| E | Water supply; sewerage, waste management and |
| F | Construction |
| G | Wholesale and retail trade; repair of motor vehicles ; motorcycles |
| H | Transportation and storage |
| I | Accommodation and food service activities |
| J | Information and communication |
| K | Financial and insurance activities |
| L | Real estate activities |
| M | Professional, scientific and technical activities |
| N | Administrative and support service activities |
| | Public administration and defence; compulsory social |
| O | security |
| P | Education |
| Q | Human health and social work activities |
| R | Arts, entertainment and recreation |
| S | Other service activities |
| | Activities of households as employers; undifferentiat |
| T | goods- and services-producing activities of household own use |

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Show card # 2

| | (A) TOTAL | (B) Men | (C) Women |
|--|--------------|------------|--------------|
| Permanent Workers 1 (Including full-time and part-time) | | | |
| Temporary Workers 2 (including Casual Workers) | | | |

CODE CLASSIFICATION OF OCCUPATIONS

| | |
|---|--|
| 1 | <p style="text-align: center;"><u>Managers:</u></p> <p>Chief executives, senior officials and legislators Traditional chiefs and heads of villages Managing directors, administrative and commerce managers Business services and administration managers such as Finance managers, Human resource managers, advertising and public relations managers Sales managers, production managers in agriculture, mining, construction Specialized services managers, such as managers in health services, hotels, retail or wholesale, sports center managers.</p> |
| 2 | <p style="text-align: center;"><u>Professionals</u></p> <p>Science professionals such as physicists, astronomers, chemists, geologists, biologists, farming or fisheries advisers, environmental protection professionals Mathematicians, actuaries and statisticians Engineering professionals, in industrial, mining, construction, etc: Architects, planners, surveyors and designers Health professionals such as doctors, nurses, midwives, veterinarians, dentists, physiotherapists, dietitians Teaching professionals - all teachers Business and administration professionals, accountants, financial advisors Administration professionals, sales and marketing, public relations professionals: Information and communications technology professionals, such as software developers, programmers, web developers. Legal professionals such as lawyers and judges Librarians, archivists and curators Social and religious professionals such as economists, sociologists, authors, social workers, religious professionals, translators Creative and performing artists, such as dancers, actors, radio announcers, musicians</p> |
| 3 | <p style="text-align: center;"><u>Technicians and associate professionals</u></p> <p>Science and engineering associate professionals, such as engineering technicians, electrical engineering technicians, mining and metallurgical technicians, power plant operators, incinerator operator, mining supervisors, construction supervisors, draughts persons Agricultural technicians, Forestry technicians</p> <p>Ship and aircraft controllers and technicians, such as ships' engineers, deck officers, ship pilots, air traffic controllers, aircraft pilots Health associate professionals such as medical and dental technicians, laboratory technicians, nursing associate professionals, veterinary technicians and assistants, community health workers, ambulance workers Business and administration associate professionals, such as finance dealers and brokers, credit and loans officers, insurance representatives, sales and purchasing agents, real estate agents and property managers Administrative and specialized secretaries such as office supervisors, legal secretaries, medical secretaries Legal, social, cultural and related associate professionals, religious associate professionals, athletes, sports coaches, photographers, decorators, library and museum technicians, chefs Information and communications technicians, such as user support technicians, web technicians, broadcasting technicians.</p> |

(Print on next page)

| | |
|---|--|
| 4 | <p style="text-align: center;"><u>Clerical support workers</u></p> <p>Office clerks, general secretaries, customer service clerks, bank tellers and clerks, debt-collectors Client information workers, such as travel consultants and clerks, telephone operators, receptionists, Travel consultants and clerks Data entry clerks, data entry operators Accounting and bookkeeping clerks, payroll clerks, stock clerks, mail carries, filing clerks</p> |
| 5 | <p style="text-align: center;"><u>Service workers</u></p> <p>Travel attendants, conductors and guides Call center operators Cooks, waiters, bartenders Hairdressers, beauticians and related workers Building and housekeeping supervisors, building caretakers Domestic housekeepers, Cleaning and housekeeping supervisors in offices, hotels and other establishments</p> |

| | |
|----|---|
| | <p>Fortune tellers, undertakers, pet groomers, animal care workers, driving instructors</p> <p>Personal care health workers, health care assistants, child care workers, teachers' aides</p> <p>Firefighters, police officers, prison guards, security guards</p> |
| 6 | <p><u>Sales workers</u></p> <p>Street and market salespersons, shopkeepers, shop supervisors, sales assistants, sales demonstrators</p> <p>Cashiers and ticket clerks</p> <p>Fashion and other models</p> <p>Door to door salespersons, contact center salespersons</p> <p>Service station attendants</p> <p>Food service counter attendants</p> |
| 7 | <p><u>Skilled agricultural, forestry and fishery workers</u></p> <p>Market gardeners and crop growers</p> <p>Animal and poultry producers, dairy producers,</p> <p>Market-oriented skilled forestry, fishery and hunting workers</p> <p>Subsistence farmers, fishers, hunters and gatherers</p> |
| 8 | <p><u>Constuction, Craft and related trades workers</u></p> <p>Building and related trades workers, such as carpenters, bricklayers, masons, plumbers, roofers, plasterers, painters</p> <p>Metal, machinery and related trades workers</p> <p>Sheet and structural metal workers, moulders and welders</p> <p>Blacksmiths, toolmakers and related trades workers</p> <p>Electrical and electronics trades workers</p> <p>Machinery mechanics and repairers</p> <p>Handicraft workers such instrument makers, potters, jewellery workers, workers in wood, basketry, textiles and leather, sign writers, decorative painters</p> <p>Printing trades workers</p> <p>Food processing, wood working, garment and other craft and related trades workers. Bakers, butchers, pastry cooks</p> <p>Tobacco preparers and tobacco products makers</p> <p>Wood treaters, cabinet-makers and related trades workers</p> <p>Garment workers, tailors, dressmakers, shoemakers, upholstery workers</p> <p>Underwater divers, blasters, fumigators and other pest controllers</p> |
| 9 | <p><u>Plant and machine operators, and assemblers, Drivers</u></p> <p>Mining, mineral and stone processing plant operators, miners</p> <p>Well drillers and borers and related workers</p> <p>Cement, stone and other mineral products machine operators</p> <p>Metal processing and finishing plant operators</p> <p>Chemical and photographic products plant and machine operators</p> <p>Rubber, plastic and paper products machine operators</p> <p>Textile, fur and leather products machine operators</p> <p>Food and related products machine operators</p> <p>Wood processing and papermaking plant operators</p> <p>Other stationary plant and machine operators</p> <p>Assemblers</p> <p>Locomotive engine drivers and related workers</p> <p>Car, van and motorcycle drivers, bus drivers, lorry drivers</p> <p>Mobile plant operators such as earthmoving operators, crane operators</p> <p>Ships' deck crews and related workers</p> |
| 10 | <p><u>Elementary occupations</u></p> <p>Domestic, hotel and office cleaners and helpers</p> <p>Vehicle, window, laundry and other hand cleaning workers</p> <p>Agricultural, forestry and fishery labourers</p> <p>Labourers in mining, construction, manufacturing and transport</p> <p>Transport and storage labourers</p> <p>Food preparation assistants</p> <p>Street and related sales and service workers</p> <p>Street vendors (excluding food)</p> <p>Refuse workers and other elementary workers</p> <p>Messengers, package deliverers and luggage porters</p> <p>Odd job persons</p> <p>Meter readers and vending-machine collectors</p> <p>Water and firewood collectors</p> |

Show card # 4

| | |
|----|--|
| 1 | NONE/LESS THAN 4 YEARS OF ELEMENTARY SCHOOL |
| 2 | COMPLETED ELEMENTARY SCHOOL (4/5 YEARS) |
| 3 | COMPLETED PRIMARY SCHOOL (8/9 YEARS) |
| 4 | SECONDARY SCHOOL - GYMNASIUM |
| 5 | SECONDARY SCHOOL - (TECHNICAL, PHARMACEUTICAL, MEDICAL ETC.) |
| 6 | TWO YEAR SECONDARY SCHOOL (VOCATIONAL) |
| 7 | THREE YEAR SECONDARY SCHOOL (VOCATIONAL) |
| 8 | TWO YEAR HIGHER EDUCATION (TECHINCAL, MEDICAL, ECONOMICS, EDUCATION, SOCIAL SERVICES ETC.) |
| 9 | HIGHER EDUCATION (BACHELOR DEGREE 3 YEARS) |
| 10 | HIGHER EDUCATION (BACHELOR DEGREE 4 YEARS) |
| 11 | FACULTY OF MEDICINE (GENERAL MEDICINE, PHARMACY, DENTISTRY) |
| 12 | POSTGRADUATE STUDIES (MASTER) |
| 13 | SPECIALIZATION IN MEDICINE |
| 14 | POSTGRADUATE STUDIES (PHD) |

SHOW CARD #5

AGE

- 15 TO 24 years
 - 25 TO 44 years
 - 45 TO 64 years
-

GENDER

- Males
 - Females
-

FAMILY RELATIONS OR PERSONAL TIES

ETHNICITY

Show card # 6

| | |
|---|--|
| 1 | NONE |
| 2 | STRAIGHTFORWARD (Examples: data entry; sending and receiving emails; printing out an invoice in a shop, posting items in accounting software) |
| 3 | MODERATE (Examples: using Word or other word processing, or Excel or other spreadsheet, making Powerpoint presentations) |
| 4 | COMPLEX (Examples: analysing information or design, including aided design, or analysis with accounting software; using statistical analysis package, |
| 5 | SPECIALIZED Examples: software programming; managing computer networks) |

SHOW CARD #7

SKILLS FOR TYPE A OCCUPATIONS

- | | |
|----|---|
| 1 | Can do calculations and work with numbers |
| 2 | Can read and write in English |
| 3 | Can read and write in other (non maternal) official |
| 4 | Can read and write in a foreign language (For example, Turkish, German, and other EU |
| 5 | Can find new and better ways to do things |
| 6 | Can stay on a long and difficult task until it is |
| 7 | Can be relied on to get things done |
| 8 | Can work well with others and listens to others' views |
| 9 | Can work well in very busy or difficult situations |
| 10 | Can continue in the face of challenging situations at work |
| 11 | Can easily adapt to new tasks or changes in the |
| 12 | Can use a computer for making presentations and/or other advanced purposes like creating and managing databases, or using specialized |
| 13 | Can demonstrate specific technical skills |

3.17

Yes, there is a difference - 1

No, there is no difference - 2

This skill is not required for the job -

3.18

Small difference - 1

Medium difference - 2

Large difference - 3

3.19

Most Important - 1

2nd most important - 2

3rd most important - 3

SHOW CARD #8

SKILLS FOR TYPE B OCCUPATIONS

| | |
|----|--|
| 1 | Can do calculations and work with numbers |
| 2 | Can read and write in Albanian |
| 3 | Can read and write in Serbian |
| 4 | Can read and write in English |
| 5 | Can read and write in a foreign language (For example, Turkish, German, and other EU languages.) |
| 6 | Can find new and better ways to do things |
| 7 | Can be relied on to get things done |
| 8 | Can work well with others and listens to others' views |
| 9 | Can work well in very busy times or difficult situations |
| 10 | Can continue in the face of challenging situations at work |
| 11 | Can easily adapt to new tasks or changes in the |
| 12 | Can use a computer for basic word processing tasks, email and internet searches |
| 13 | Can demonstrate specific technical skills |

3.20

Yes, there is a difference - 1

No, there is no difference - 2

This skill is not required for the job - 3

3.21

Small difference - 1

Medium difference - 2

Large difference - 3

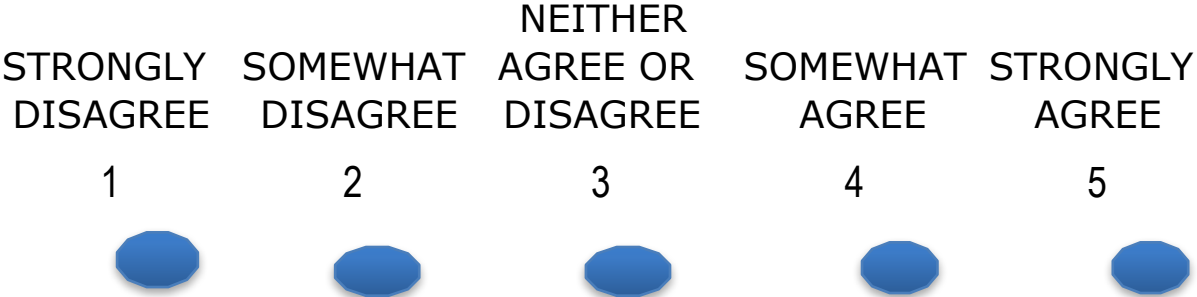
3.22

Most Important - 1

2nd most important - 2

3rd most important - 3

SHOW CARD #9



IS THERE A DIFFERENCE IN SKILLS?

- | | |
|----|---|
| 1 | Doing calculations and working with numbers |
| 2 | Reading and writing in English |
| 3 | Reading and writing in (another) foreign language |
| 4 | Finding new and better ways to do things |
| 5 | Staying on a long and difficult task until it is finished |
| 6 | Being relied on to get things done |
| 7 | Working well with others and listening to others' views |
| 8 | Working well in very busy or difficult situations |
| 9 | Continuing in the face of challenging situations at work |
| 10 | Easily adapting to new tasks or changes in the workplace |
| 11 | Using a computer for email, internet, word processing tasks and/or other advanced purposes like creating and managing databases, or using specialized computer programs, etc. |
| 12 | Demonstrating specific technical skills |

.....
 YES, MEN ARE BETTER
 EQUIPPED

.....
 YES, WOMEN ARE
 BETTER EQUIPPED

.....
 NO, THERE IS NO
 DIFFERENCE

SHOW CARD # 12

| | |
|---|--|
| 1 | Very poor (large losses over the last year) |
| 2 | Poor (some losses over the last year) |
| 3 | Stable (breaking even last year) |
| 4 | Good (some profits over the last year) |
| 5 | Very good (large profits over the last year) |

SHOW CARD #13

| | |
|---|---|
| 1 | Very poor (strong contraction expected) |
| 2 | Poor (mild contraction expected) |
| 3 | Stable |
| 4 | Good (mild expansion expected) |
| 5 | Very good (strong expansion expected) |

SHOW CARD #14

NO PROBLEM

SEVERE
PROBLEM

1

2

3

4

5

