

EMPLOYERS **FACTSHEET** OF EMPLOYABILITY



📍 House No. B10, Sugra Towers, F11/1, Islamabad.
✉ info@askdevelopment.org
☎ 051 235 3011 – 13
🌐 www.askdevelopment.org



Foreword

For the last two decades, I have been member of HR fraternity, different HR forums and trainers in Pakistan. During all those years I continuously heard this debate on all forums that industry-academia dialogue is essential for designing quality course contents and development of a university graduate who fulfill market requirements. However, this debate always remained a debate whereas this task requires research & data to take it on next level. Hence, we ventured into a

research to put this debate in its true perspective with statistics on graduate employability of different universities. This list of employers and Higher Education Institutes (HEIs) is not that exhaustive but give us enough data and insight that now we can debate the under discussion with more clarity and authenticity.

I am pleased to present this study on behalf of ASK team to all those professionals who have been part of such debates (industry-academia relations and market driven course contents) and looking forward to better future of our HEIs and industry. At ASK we are planning to continue this study on annual basis so that a constructive contribution could be made aiming at development of HEIs and industry. I invite professionals and educationists to join hands with us in upcoming research studies and allied activities.

ASK Development fully acknowledges the valuable contributions of a number of individuals and organizations who participated in this study. ASK team including the lead researcher Dr. Asmat Ullah who shouldered the responsibility at every step of the process and ensured the quality standards for completing this report, deserve special applauds.

The public private sector organizations who proactively took part in this effort and facilitated us in providing required data as well as decorated our surveyors with their valuable feedback have beyond doubt served the nation and policy makers to take into their serious consideration the prospective vistas of employability in the country.

I also thank to ASK admin team headed by Rana Khurram Ali Khan, COO, ASK for facilitation & support for study survey and consultative meetings of professionals.

Last not the least important is to thank all those colleagues, opinion leaders, intelligentsia and policy makers (list is include in report) who supported and enriched us with their valuable suggestions to embark upon this study.

We shall welcome comments and suggestions on the report, its thematic ambience and related technical matters to be included in next study.

Arshad Akif
CEO, ASK Development
Email: akif@askdevelopment.org



Contents

Executive Summery	02
About ASK Development	04
Study Introduction	06
Concepts	09
List of Employers	16
Methodology	19
Literature Review	21
Findings	24
Conclusion	46
Recommendation	48
Annexures	52



Executive Summary

This study on employability and the role of HEIs includes the provincial and federal employers who in response to their specific needs of human resource set the credentials for recruitment that focus primarily on their academic credentials duly supported with soft skills like communication, negotiation, problem solving, decision making to name a few. Almost more than 9,000 employees recruited by thirty-four public and private sector organizations during the period of 2016 to 2018 enriched the study with their feedback on criteria they hold on while taking their human resource on board. It has been noted that both public or private sector organizations are dissatisfied of academia-industry-linkages on curricula standards and soft skills compatibility that could withstand to market requirements eyed at fresh graduates in the country. However, the private sector employers prefer and deem graduates from private sector higher education institutions (HEIs) more suitable for employment as being preferably better than the public sector HEIs.

This study accommodated the survey on employers' recruitment experience concerning HEIs graduates' academic credentials based on two years' data of recruitment that speaks of share of HEIs in provincial and federal employability. Bank of Punjab, Agriculture Department Punjab, Police Department Punjab, PTCL and State Life, according to the study, remained major employment providers in the public sector while the private sector projects the names of IBEX, Mobilink and Interwood in this regard. The data identifies University of the Punjab, UET Lahore, University of Education, Punjab government colleges, Bahauddin Zakariya University Multan, University of Sargodha, Allama Iqbal Open University (AIU), University of Peshawar and University of Karachi among the public sector universities and University of South Asia, FAST, University of Lahore, University of Central Punjab, University of Management and Technology, LUMS, FC College University and IBA among the private universities opened up avenues of employment comparatively better than other universities included in this study.

About ASK Development

●
ISLAMABAD
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Network Of Associates

●
KPK

●
Punjab

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Sindh

●
Balochistan

●
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ASK Development is an ISO Certified, Research, management consultancy, project management and capacity building organization with a mission of "maximizing human potential by cultivating Attitude, Skill and Knowledge" (ASK). It is Pakistan's leading HRD network of highly trained, committed and experienced management professionals & trainers, enriched with a blend of national and international exposure in corporate, development/NGOs and public sectors. This has led ASK Development to be recognized as a professional, capable and reliable organization in Pakistan and its neighboring countries.

Its team under capacity building program has trained more than 20,000 trainees and has served about 100 organizations.

ASK team has worked on a number of projects in multitude of areas. They have exposure to local, national and multinational organization's working and management. ASK team has proved its professionalism, ability and dynamism different during assignments for different organizations.

ASK Services

Project Management

- Social/Development Sector Projects
- Baseline Studies
- Research & Analysis
- Project Evaluation and Impact Studies

HRM & Management Consultancy

- HR Policies and Procedure Developemnt
- Turn Key recruitment
- HR Outsourcing
- Organization Development Analysis and Solution

Financial Management

- Budget preparation and supervision of execution
- Pay-roll Management
- Financial reporting
- Risk analysis and rsource optimization
- Maintaining books of accounts

Advocacy Projects

- Provide advocacy to Social/Development Sector
- Youth Training and Development Programs
- Arrange confrences and seminars

Training Consultancy/Programs

- Training Needs Assessment and Impact Studies
- In-House Customized Interventions
- Open Enrollment Trainings

About The Study

ASK often shoulders responsibilities to deliver with substantial contributions for the uplift of the country without profiteering considerations. This study is one among the other such tasks accomplished at multiple occasions and levels. This study in the environment of growing needs of youth employability, organizational restructuring, catching the Sustainable Development Goals (SDGs) with a focus on SDG 8 'promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all' to solace the HR quality needs of the employers.

It is worth mentioning here that most of the organizations in the country are less sensitive to the cardinality and effectiveness of maintaining HR data on multiple dimensions to polish and groom this resource on competitive yardsticks. Although we have now Right to Information Act legislated but it would take time to establish research culture and muster facilitating attitude from the public as well as private sector organizations.

The study has accommodated bi-pronged dimensions of identifying academic institutions of the employees on one part and the viewpoint of employing professionals on the other to explore the standing of universities in providing human resource and the prime considerations of the employers employed in talent hunting.

This study would unfold and provide an opportunity to employers and academic institutions to evolve mutually supportive mechanism that could facilitate strong and sustainable nexus between the two entities that could tread hand in hand for national development.

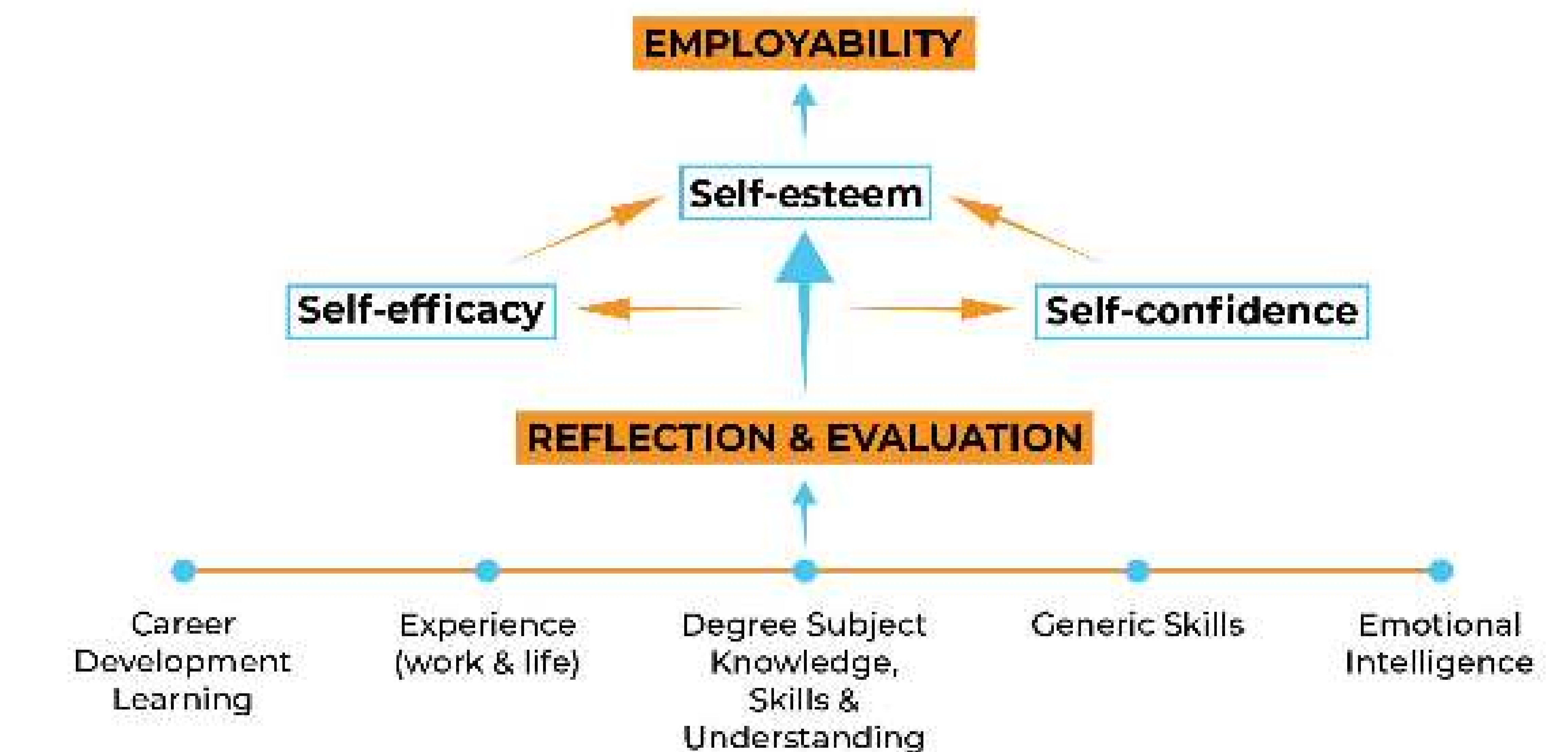
Concept

According to Higher Education Academy, Australia "Employability is a set of achievements, such as skills, understanding and personal attributes that makes graduates more likely to gain employment and be a successful in their chosen occupation which benefits themselves, the workforce, the community and the economy".

According to Pakistan Bureau of Statistics (2018) labor force participation rate currently is 51.9%; unemployment rate 5.7; employment to population (15 years of age and above) ratio 48.9. For the same period labor force provincial participation rate stands lowest for KPK with 42.7, the rest are Punjab 55.1, Sindh 50.0. Similarly, provincial unemployment rate for KPK 7.3, Punjab 5.7, Sindh 5.0, Balochistan 4.0.

In order to bridge the gap between graduates and their employability skills the following model has been earmarked to provide anchorage to this study.

Career Edge Model of Graduate Employability



Career Development Learning
Experience (work & life)
Degree subject knowledge, understanding & skills
Generic skills
Emotional intelligence

Unfold

Career Edge Model

Models of employability provide a framework for enabling students to reach their full potential and become successful 'value-added' graduates. The CareerEDGE model highlights that it is essential that students are given opportunities to reflect on and evaluate these experiences, to develop higher levels of self-efficacy, self-confidence and self-esteem; the crucial links to employability.

Career Development Learning: Helping students to acquire knowledge, concepts, skills and attitudes which will equip them to manage their careers, i.e. their lifelong progression in learning and in work.

Experience – Work and Life: The value of work-based and work-related learning experiences in promoting the employability of graduates

Degree Subject Knowledge, Skills and Understanding: The academic sojourn resides within knowing and understanding the subject along with skills related to it.

Generic Skills: Many of the generic skills listed by employers as vital in graduate recruits, such as communication, team working, problem solving, digital literacy and many more, including those sometimes classified as 'enterprise skills' such as creativity and innovation.

Emotional Intelligence: EI ability is concerned with how people perceive, understand and manage emotion.

Reflection and evaluation: Providing students with the opportunities to gain the necessary skills, knowledge, understanding and personal attributes through employability related activities is obviously of great importance. However, without opportunities to reflect on and evaluate these activities, it is unlikely that this experience will transfer into learning. It is also through the process of reflection and evaluation that graduates are able to develop their self-efficacy, self-confidence and self-esteem – crucial links to employability.

Supporting to the model as discussed, the Graduate Employability Indicators (GEI) indicators are taken to encompass the scope of skill inventory required for employability. The Graduate Employability Indicators (GEI) were created as part of the Australian Learning and Teaching Council Project, Building course team capacity for graduate employability. The aim of this project was to build the capacity of university teaching staff to enhance the employability of their graduates through: tools to identify strengths and gaps in course effectiveness for graduate employability, and the capacity of course teams (full-time, part-time and sessional teaching staff) to identify and assess skills and attributes which lead to graduate employability; resources to enhance identified strengths and address gaps; and a benchmarking process for course leaders focusing on graduate employability.

The Graduate Employability Indicators are premised on the widely-accepted definition of graduate employability as the achievement of “the skills, understandings and personal attributes that make an individual more likely to secure employment and be successful in their chosen occupations to the benefit of themselves, the workforce, the community and the economy”¹.

The Three Elements of Employability



One such Australian example is as under:



The above spider graph shows an example of a triangulation of the perspectives of the stakeholder groups about the extent that new graduates demonstrate the capabilities (employers and course teaching team) or the extent graduates perceive they are developed in their course (percentage agreement = 'quite a bit' or 'very much'). This could very well highlight the areas of improvement for graduates, prioritization and maintaining balance among the required capabilities by the teaching faculty and market assessment on demonstrated attributes by the employers.

Graduate Employability Strategy

1. Institutional Strategy & Governance
2. Employability in the academic program
3. Student engagement & support
4. Employer & Graduate engagement
5. Information & Marketing
6. Self awareness & capacity
7. Career Development Services

Abbreviated Titles of Graduate Employability Indicators (GEI)

- | | | | | |
|-----------------------------|--------------------|----------------------|-----------------|--------------|
| Knowledge | Writing | Speaking | Thinking | Quantitative |
| Using ICT | Team Work | Independent Learning | Problem Solving | |
| Intercultural Understanding | Values & Ethics | Social Context | | |
| Community Engagement | Industry Awareness | | | |

¹ Yorke, M. (2006). Employability in higher education: what it is - what it is not Learning and Employability Series: Higher Education Academy.

This factsheet of employers qualitative/quantitative input regarding post-graduation employability serves a great deal to understand the trends of employability in the public and private sector organizations at federal and provincial levels for the period 2016-2018. This survey results on one hand would help HEIs to seriously invest for indicators necessary for their graduates to avail employment opportunities after accomplishing their studies while on the other it would sensitize the students as well as their parents to groom their children and come up with functional recommendations to their children's academic institutions to look seriously into the mechanisms of prospective employers liaison along with enhancing their curricula, faculty and other required wherewithal. We often notice or hear about the unavailability of employment for our graduates, this report would impart us better understanding to know about the areas of academic improvements at with the needs and requirements of the potential employers.

This survey by no means rank the academic institutions on the yardstick of employability but certainly unfolds the verity tagged with academic institutions and the prospects of their graduates' employability.

The qualitative part of the survey divulges the employer's viewpoint on prospective credentials of graduates who could avail employment more among the equals; the preference for particular university graduates along with hard and soft skill points to preference consideration; employers' suggestions for academic institutions to enhance their students' employability prospects.



Objectives

- To create culture of employability competition among the Higher Education Institutions (HEIs)
- To know about the employer preferences for HEIs graduates' employability
- To help establish research culture related to employability aspects
- To provide useful document for researchers, policy makers, planners, donors etc. Concerned with the role of HEIs in employment generation

Scope of work

1. The public and private sector organizations' compartmentation into federal and provincial list of major employers.
2. Compilation of data into presentable forms related to the aspect of employability in the public private organizations at provincial and federal levels.
3. Inventory of employers most wanted skills for employment.
4. Identifying public private sector HEIs in providing employment.

Employers

The detail of employers of public and private sector organizations contributed to this study is given in the annexes. However, a list of major public/private sector organizations is given as below:

Public Sector (Federal and Provincial)

- Bank of Punjab
- FBR
- PTCL
- First Women Bank
- State Life Insurance
- Punjab Public Service Commission

Private Sector:

- IBEX
- Mobilink
- Attock Petroleum Pvt Ltd
- Interwood
- Engro
- Cheerat Cement
- Read Foundation
- AFAQ

Public & Private Sector HEIs

Public sector HEIs and regional data of employment

Public Sector HEIs	Federal	KPK	Punjab	Sindh	Total
IBA	0	0	0	132	132
Quaid e Azam University	176	0	2	0	178
University of the Punjab	1	0	2923	0	2924
University of Education, Lahore	0	0	414	0	414
UET Lahore	0	0	406	0	406
University of Karachi	0	0	2	245	247
Punjab Government Colleges	0	0	414	0	414
Bahauddin Zakria University	0	0	724	0	724
University of Sargodha	0	0	441	0	441
AIOU	263	0	0	0	263
University of Peshawar	31	261	0	0	292
Total	200	261	5326	377	6235

Private sector HEIs and regional data of employment

Private Sector HEIs	Federal	KPK	Punjab	Sindh	Total
LUMS, Lahore	0	0	119	0	119
SZABIST, Islamabad	48	0		0	48
University of Lahore	0	0	197	0	197
UCP, Lahore	9	0	121	0	130
FAST, Islamabad	42	0	136		178
University of South Asia	0	0	267	0	267
FC College University	0	0	106	0	106
Virtual university	0	27	15	0	42
City University	0	29	0	0	29
IBM	0	0	0	54	54
SZABIST	0	0	0	78	78
Total	99	56	1265	132	1662

Public & Private Sector Organizations

Public sector organizations and regional data of employment

Public Sector Organizations	Federal	KPK	Punjab	Sindh	Total
State Life	0	0	114	0	114
PTCL	590	0	0	0	590
Police Dept	0	0	922	0	922
Punjab Public Service Commission	0	0	44	0	44
FBR, Peshawar	0	49	0	0	49
First Women Bank	0	0	73	85	85
Total	590	49	1109	85	1804

Private sector organizations and regional data of employment

Private Sector Organizations	Federal	KPK	Punjab	Sindh	Total
Secor Islamique France	0	82	0	0	82
Attock Petroleum Pvt Ltd	176	0	0	0	176
Mobilink	857	0	0	0	857
Pak Qatar	208	0	0	0	208
Careers 360	166	0	0	0	166
Engro	89	0	0	0	89
IBEX	18/8	0	0	0	18/8
Interwood	0	0	370	0	370
Pakistan Reading Project	0	0	0	117	117
Total	3374	82	370	117	3943

Methodology

This study having been through the process of desk research identified the major public private sector employers who consented to cooperate providing their employment data at national and provincial levels. The employment data of the organizations is clustered into the regions of KPK, Punjab, Sindh and federal regions.

The HR departments of the selected organizations contacted to have data access for the years 2016-17 and 2017-18 at graduate level inductions.

Data collectors visited the HR departments to collect data on the specified data collection forms (quantitative and qualitative). One form each for one organization (quantitative and qualitative) was used. Archival data was obtained from the HR of the representatives of the organization (both public and private). The data collectors were briefed/trained through mock and pilot testing to ensure validity/exclusivity of data.

The methodology for undertaking this project included secondary research to help us in understanding the various aspects of graduate employability and best practices from other studies undertaken with this objective. The secondary research was supplemented by a primary survey of carefully selected employers in Pakistan, to gauge the various attributes and qualities, being sought by the employers, in fresh graduates at the time of hiring and their perceptions, post hiring, against the various qualities that are expected from graduates. The survey was designed by carefully taking into account the desired objectives of this project, as mentioned in the terms of reference of this study and findings, from the literature review undertaken, of other similar studies internationally and in Pakistan.

An extensive literature review was undertaken for existing studies and prior experiences of similar initiatives in other parts of the world supplemented with a few studies conducted for Pakistan. Key findings from this review included concepts of graduate employability, its various attributes including enablers and processes that contribute in developing graduate employability. The literature review highlights factors underpinning employability such as; the need to increase communication and collaboration between the demand side determined by employers, and the supply side determined by students and the HEIs. It also highlights the importance of ability rather than employability, by developing the capacity of the learner and supplemented by other attributes like value and social engagement etc. The literature review also enabled to identify key actors, factors and processes that contribute to development of personality, eventually leading to

employment or self-employment. The need for having the right attitude and aptitude, soft skills, work related skills and personal competencies were found to be important for employers.

The primary research part of this study includes interviews from 30 HR professionals from various public private sector organizations of repute who contributed to this study along with consultative meetings held at Islamabad and Lahore where public and private sector HR experts participated to enrich the study with their feedback on the dimensions of:

1. Public sector HEIs areas of improvement for employment
2. Private sector HEIs areas of improvement for employment
3. Public sector employers: concerns and solutions
4. Private sector employers: concerns and solutions

Literature Review

According to Global Competitiveness Report 2017-2018 of the World Economic Forum Pakistan occupies 115th position among the 137 states. This competitiveness includes the factors of higher education, training and employment providers. It is of serious concern to note that except health and primary education though negligible Pakistan is on negative trend list on rest of the 11 identified credentials.

It is a known fact that sustainable economic development is impossible without improvement in human capital. Education plays an important role in the building of human capital. The government's intent is to meet Sustainable Development Goals (SDGs), particularly Goal 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning

opportunities for all citizens; through tangible improvements in country's education.

Previously, Pakistan failed in achieving the MDGs target related to education as the desired changes could not be made to upgrade the education system. Now the Goal 4 of SDGs is demanding our attention to improve the indicators required to achieve the Goal 4 i.e., Quality Education (ensure inclusive and equitable quality education and promote life learning opportunities for all).

There are 194 public and private sector Higher Education Institutes operating in the country having total enrolment of 1.576 million approx.²

De la Harpe et al. (2000) suggest that there is concern worldwide that existing undergraduate programmes are not producing graduates with the kind of life-long learning skills and professional skills which they need in order to be successful in their careers.³

² http://www.finance.gov.pk/survey/chapters_19/10-Education.pdf

³ de la Harpe, B., Radloff, A. & Wyber, J. (2000) Quality and generic (professional) skills. Quality in Higher Education. 6 (3) 231-243

According to Pakistan Bureau of Statistics (2018) labour force participation rate currently is 51.9%; unemployment rate 5.7; employment to population (15 years of age and above) ratio 48.9. For the same period labor force provincial participation rate stands lowest for KPK with 42.7 the rest are Punjab 55.1, Sindh 50.0. Similarly, provincial unemployment rate for KPK 7.3, Punjab 5.7, Sindh 5.0, Balochistan 4.0.⁴

Coopers and Lybrand (1998) define 'employability skills' in terms of four key areas: 1). traditional intellectual skills – e.g. critical evaluation, logical argument; 2). Key skills – communication, IT, etc., 3). Personal attributes – motivation, self-reliance and 4). Knowledge of organizations and how they work. There are several synonyms - core, key, generic, personal transferable skills, common, work or employment related skills – this is another of the reasons why it is difficult to conceptualize what is meant by employability skills. Added to that, 'skills' are often referred to as capabilities, competencies or attributes, levels or learning outcomes, thus compounding the sense of confusion.⁵

Brennan et al. (1996) in a survey of graduates across Europe and the UK found that UK graduates rated teamwork, working under pressure, oral communication skills and problem solving in the top ten skills competencies they viewed as important.⁶

Harvey (2000a) advocates the view that the primary role of HE is to train students by enhancing their knowledge, skills, attitudes and abilities and to empower them as lifelong critical and reflective learners.⁷

Harvey's research (1999) in the United Kingdom highlighted that it was the "graduate attributes" which were perceived to be the variable that determined a graduate's success in the workplace, rather than their specific degree.⁸

Graduate employees identified that the major skill to be learned was to "fit in". This meant adapting to cultural expectations and organizational pressures, and learning the "language of the job", and such differences in context and demand affected the skills used.⁹

⁴Pakistan Bureau of Statistics (2018): Pakistan Employment Trends 2018: Government of Pakistan Ministry of Statistics Pakistan Bureau of Statistics

⁵Coopers & Lybrand. (1998) Skills development in Higher Education. Report for CVCP/DIEE/HEQE, November, London: Committee of Vice-Chancellors and Principals of the universities of the UK (CVCP).

⁶Brennan, J., Kooogan, M. & Teichler, U. (Eds.) (1996) Higher Education and work. Jessica Kingsley, London.

⁷Harvey, I. (2000a) New realities: the relationship between higher education and employment. Tertiary Education and Management 6, 3-17

⁸Harvey, I. (1999). New Realities: The Relationship between Higher Education and Employment. Keynote presentation at the European Association of Institutional Research Forum, Lund, Sweden, August. Retrieved from the World Wide Web, Sept 5, 2019: <http://www.uce.ac.uk/crg/publications/cp/eair99.html>

⁹Bennett, N., Dunne, E., & Carré, C. Developing skills in higher education and employment. ESRC Learning Society Programme. Retrieved from the World Wide Web, 5 Sept. (2019): <http://www.staff.ncl.ac.uk/t.j.colfield/summaries/bennett.pdf>

For the sake of clarity, employability from the demand said refers to knowledge, skills, attitudes, and commercial understandings that enable graduates to contribute meaningfully to the achievement of organizational objectives after commencement of duties (Omar, Manaf, Mohd, Kassim & Aziz, 2012).¹⁰

The results of the study have indicated that the private and the public sector require mostly the same employability skills from graduates in order to be employable in both these sectors. In addition, the public sector respondents evaluated graduate's employability skills with reference to self-responsibility and interpersonal skills in a less favorable light that participants from the private sector.¹¹

These results are in accordance with findings from Bester and Boshoff who indicated that public sector managers identified interpersonal skills, self-discipline, time management, and an internal locus of control as some of the skills lacking in graduates entering the public sector.¹²

In addition, Chelechele (2009) noted that poor service delivery is a result of inefficiency and ineffectiveness in the public sector with the last mentioned as a result of a lack of skills. Consequently, the hypothesis is rejected with specific reference to interpersonal skills and self-responsibility.¹³

Because the world of work is continually changing, it is important that higher education institutions continue to develop course curricula to include relevant employability skills.¹⁴

¹⁰Omar, N.H., Manaf, A.A., Mohd, R.H., Kassim, A.C., & Aziz, K.A. (2012). Graduates' employability skills based on current job demand through electronic advertisement. Asian Social Science, 8(9): 103-110.

¹¹Jonck, P., & Van der Walt, F. (2015). Graduate employability skills: differences between the private and the public sector in South Africa. Mediterranean Journal of Social Sciences, 6(352), 345.

¹²Bester, C., & Boshoff, E. (2009). Perceptions of managers in the public sector regarding the relevance of training and education of entrants to the labour market. Tydskrif vir Geesteswetenskappe, 49(4): 728-739.

¹³Chelechele, T.I. (2009). Skills development in the South African public service: problems and solutions. Journal of Public Administration, 44(1): 44-57.

¹⁴Alibeigi, A.H., & Zarafshani, K. (2006). Are agricultural graduates meeting employers' expectations? A perspective from Iran. Perspectives in Education, 24(3): 53-61.

Gowsalya, K. A. (2016) had concluded in their study on "A study on the factors affecting employability skills among college students in Namakkal District of Tamil Nadu" that the educators need to integrate the employability skills into courses and work more closely with the employers to complement the academic learning while to society and policy makers need to ensure that they have the right data to make decisions and the stimulate economy and foster the job creation and also ensure young people have skills which employers expect and link education with business. The curriculum is still focused on academic rather than the experiential learning.¹⁵

El Mansour, B. & Dean, J.C. (2016) had conducted a research on "Employability skills as perceived by Employers and University faculty in the field of Human Resource Development (HRD) for the entry level Graduate jobs". They found out that there exists gap between the expectation level of industry and present skills level of students.¹⁶

Findings

The findings of this study have been compartmentalized into quantitative and qualitative parts. The study is comprised of collecting 9000 plus employment data as well as interviews of the senior HR professionals from public and private organizations at federal and provincial levels to compile the qualitative and quantitative data.

¹⁵Gowsalya, Kumar Ashok, (2016). A study on the factors affecting employability skills among college students in Namakkal District of Tamil Nadu. International Journal of Commerce and Management Research, ISSN: 2455-1627, Volume 2; Issue 11; November 2016; pp 09-14.

¹⁶El Mansour, B. and Dean, J.C., (2016). Employability Skills as Perceived by Employers Faculty in the Fields of Human Resource Development (HRD) for Entry Level Graduate Jobs. Journal of Human Resource and Sustainability Studies, 4, 39-49. <http://dx.doi.org/10.4236/jhrss.2016.41005>.

Quantitative Findings

The following graphs and tables depict multiple dimensions to employers' factsheet of employment on quantitative dimension.

Private Sector HEIs Graduates Employed by Private Sector Organizations

Graph 1

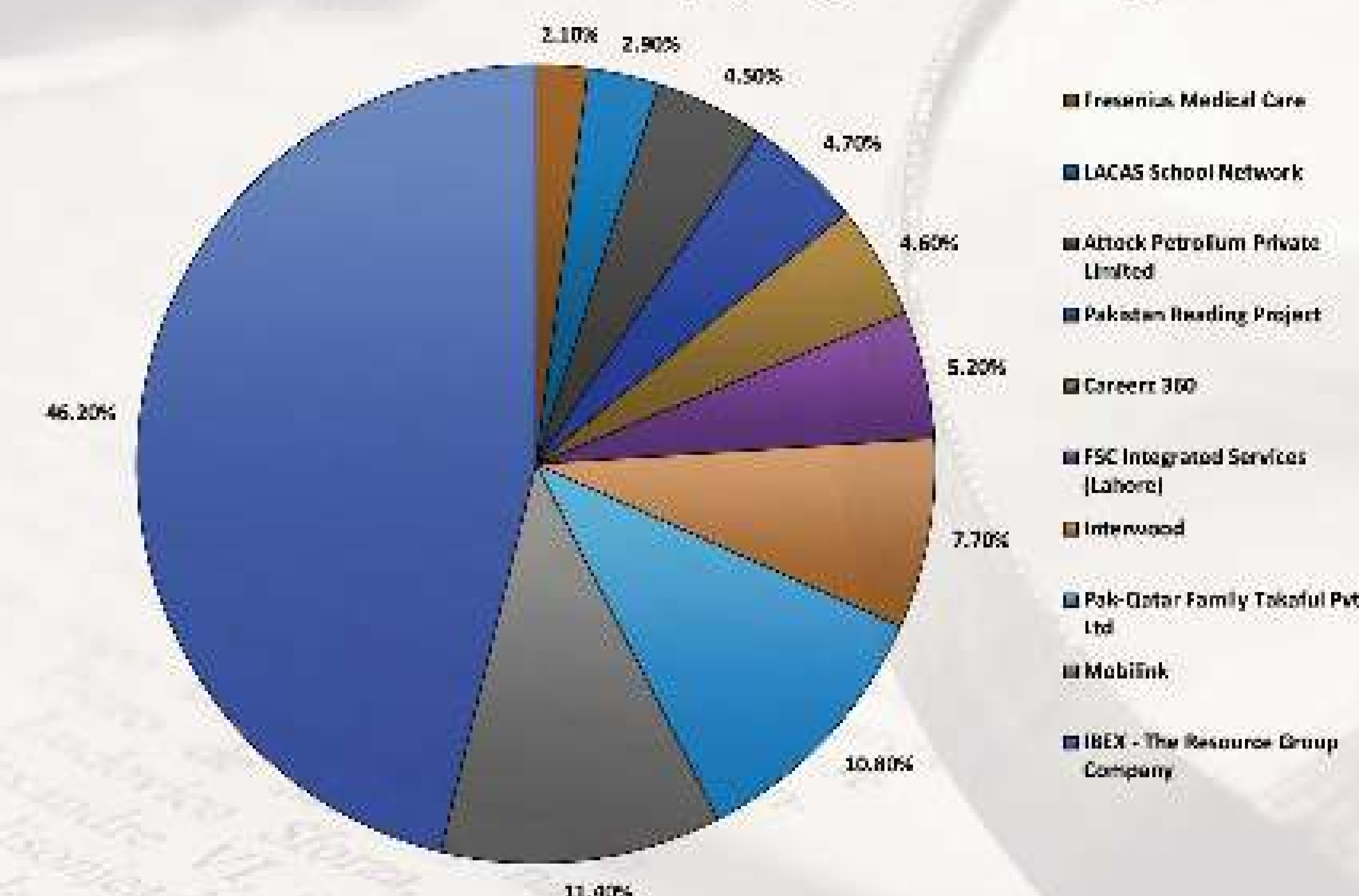


Table 1

S #	Private Sector Employer	P/F*	Employment 2016-2018 (Private AI[17])	%age	Accumulative %age
1	IBEX- The Resource Group Company	Federal	613	46.20%	13.20%
2	Mobilink	Federal	152	11.40%	3.20%
3	Pak-Qatar Family Takaful Pvt Ltd	Federal	144	10.80%	3.10%
4	Interwood	Province	103	7.70%	2.20%
5	FSC Integrated Services (Lahore)	Province	70	5.20%	1.50%
6	Careerz 360	Federal	62	4.60%	1.30%
7	Pakistan Reading Project	Federal	59	4.70%	1.20%
8	Attack Petroleum Pvt Limited	Federal	56	4.50%	1.20%
9	LACAS School Network	Province	39	2.90%	0.84%
10	Fresenius Medical Care	Province	28	2.10%	0.60%
Total			1326	100%	28.34% of Employees Hired by Private organizations from public/private AI)

This dimension of private sector employer's provision of employment to graduates of private academic institutions during the period 2016 to 2018 highlights that IBEX accommodated 613 new entrants with 46% share among the top 10 employers. Its information technology and services company. It indicates that highest employment provider works in the IT sector. Mobilink is the second highest employment provider of the telecom group in this data to cover 12%. Similarly, the rest of the data could be glanced through.

*Academic Institutes

Public Sector HEIs Graduates Employed by Private Sector Organizations

Graph 2

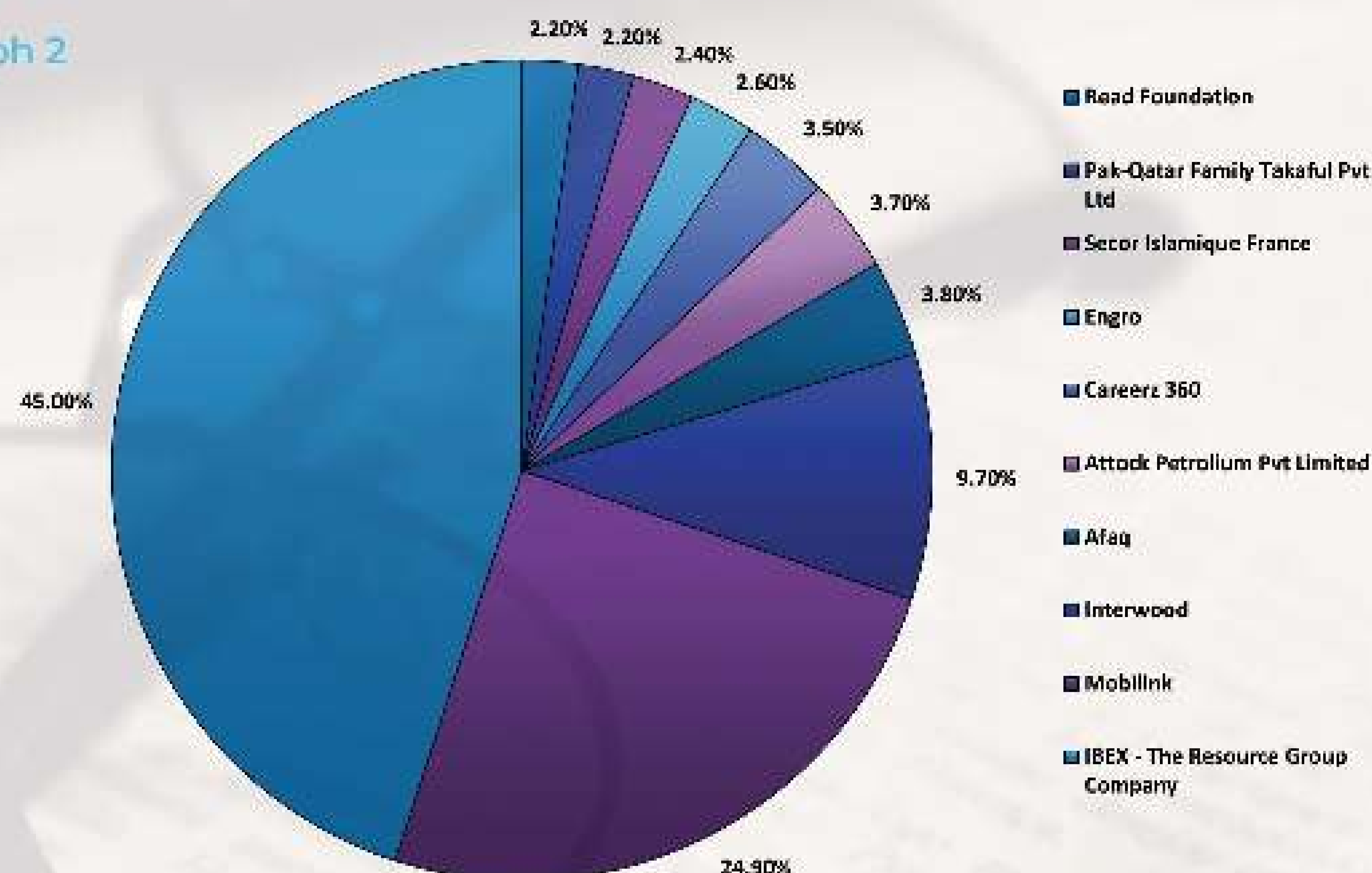


Table 2

S#	Private Sector Employer	P/F	Employment 2016-2018 (Public AI)	%age	Accumulative %age
1	IBEX- The Resource Group Company	Federal	1265	45.00%	27.20%
2	Mobilink	Federal	702	24.90%	15.10%
3	Interwood	Province	267	9.70%	5.70%
4	AFAQ		108	3.80%	2.30%
5	Attock Petroleum Pvt Limited	Federal	105	3.70%	2.20%
6	Careerz 360	Federal	101	3.50%	2.10%
7	Engro	Federal	68	2.60%	1.40%
8	Secor Islamique France	Province	68	2.40%	1.40%
9	Pak-Qatar Family Takaful Pvt Ltd	Province	64	2.20%	1.30%
10	Read Foundation	Federal	62	2.20%	1.30%
Total			2810	100%	60% (of Employees Hired by Private organizations from public/private AI)

Table and Graph 2 shows the results of employment for the year 2016-18 provided by the private sector organizations to the public sector academic institutes' graduates. This depicts IBEX as the top employment provider with 45% of share among the top ten employment providers. The rest of the organizations providing employment in top ten ranking are Mobilink 25%, Interwood 10%, AFAQ 4%, Attock Petroleum 4% respectively and so on.

Private Sector HEI Graduates Employed by Private Sector Organizations

Graph 3

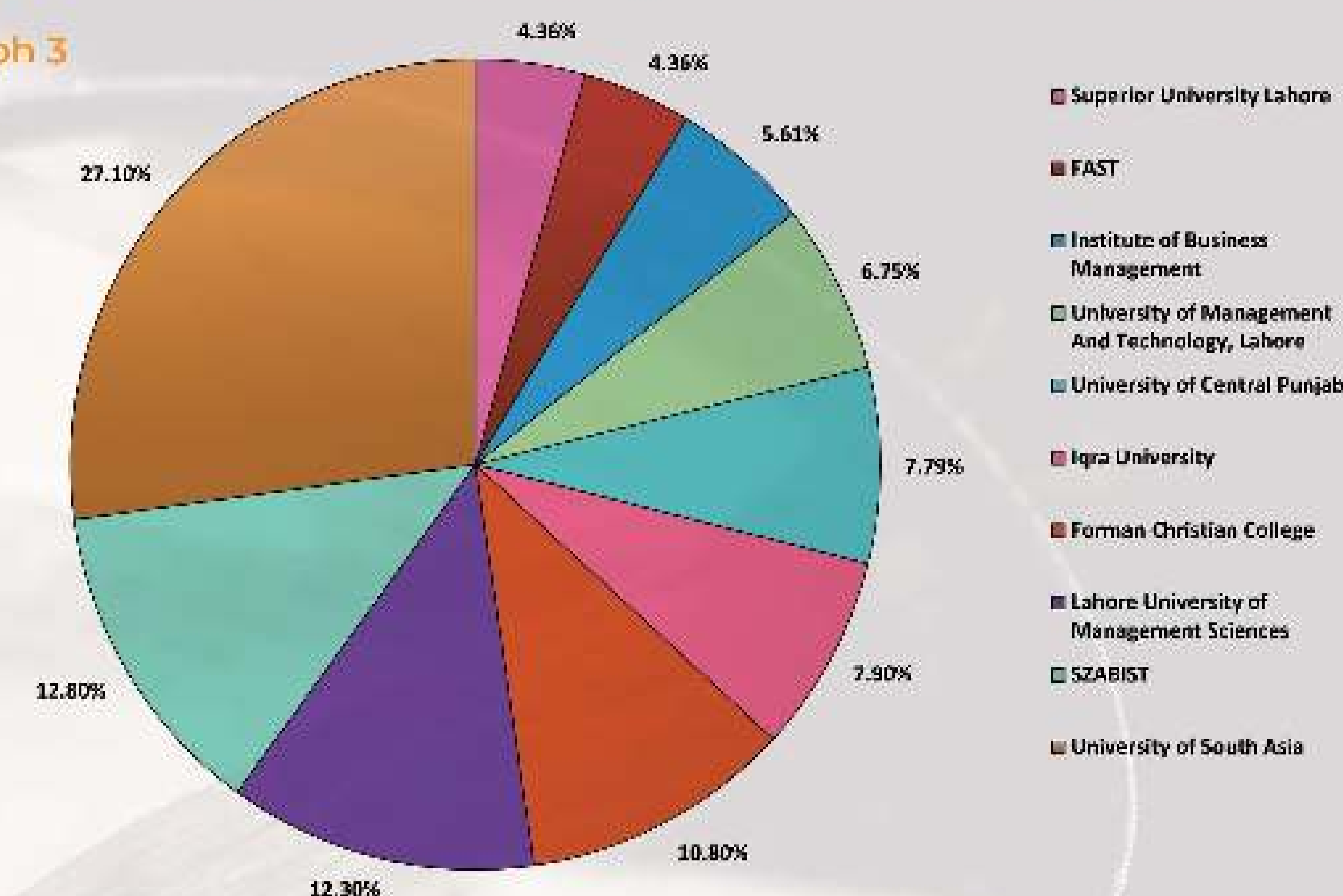


Table 3

S#	Private Sector HEI	P/F	Employment 2016-2018 (Private Org)	%age	Accumulative %age
1	University of South Asia	Province	261	27.10%	13.91%
2	SZABIST	Federal	124	12.80%	6.60%
3	Lahore University of Management Sciences	Province	119	12.30%	6.34%
4	Forman Christian College	Province	104	10.80%	5.54%
5	Iqra University	Federal	76	7.90%	4.05%
6	University of Central Punjab	Province	75	7.79%	3.99%
7	University of Management & Technology Lahore	Province	65	6.75%	3.46%
8	Institute of Business Management	Province	54	5.61%	2.80%
9	FAST	Federal	42	4.36%	2.23%
10	Superior University Lahore	Province	42	4.36%	2.23%
Total			962	100%	51% (of All the Graduates provided by Private AI to Public/Private Orgs)

If we look through table and graph 3 it is quite visible that from among the top ten private sector institutions of higher education as employment provider to private sector organizations University of Education Lahore stands atop among all regions in securing employment to its graduates with the ratio of 29% followed by University of South Asia (29%), SZABIST (10%), LUMS (9%), FC College University (8%), Iqra (6%), UCP (6%), UMT (5%), IBM (4%) and Virtual University (3%) respectively.

Private Sector HEI Graduates Employed by Public Sector Organizations

Graph 4

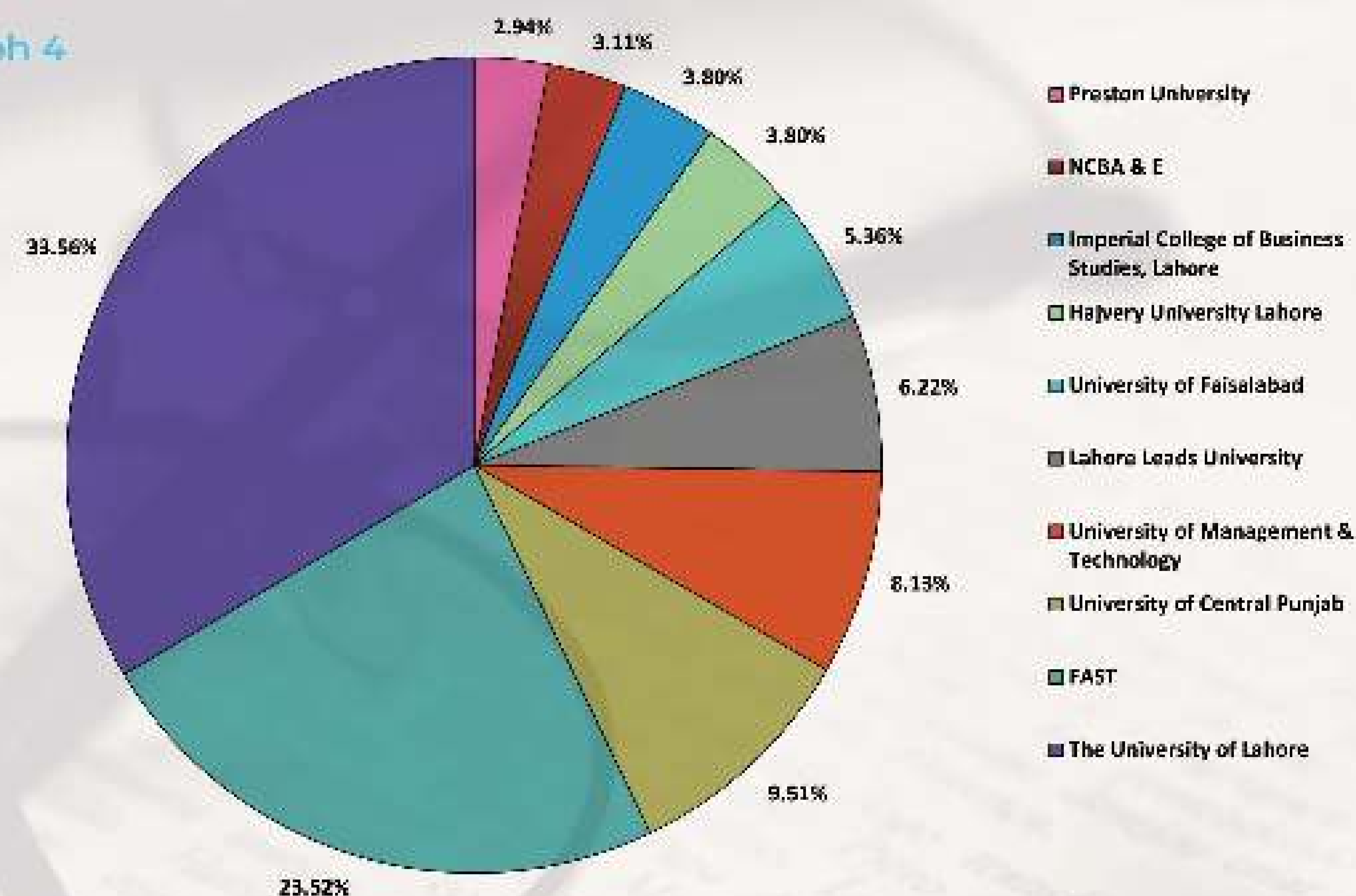


Table 4

S #	Private Sector HEI	P/F	Employment 2016-2018 (Public Org)	%age	Accumulative %age
1	The University of Lahore	Province	194	33.56%	10.34%
2	FAST	Federal	136	23.52%	7.24%
3	University of Central Punjab	Province	55	9.51%	2.93%
4	University of Management & Technology Lahore	Province	47	8.13%	2.50%
5	Lahore Leads University	Province	36	6.22%	1.91%
6	University of Faisalabad	Province	31	5.36%	1.65%
7	Hajvery University Lahore	Province	22	3.80%	1.17%
8	Imperial College of Business Studies Lahore	Province	22	3.80%	1.17%
9	NCBA & E	Province	18	3.11%	0.95%
10	Preston University	Federal	17	2.94%	0.90%
Total					30.76% (of All the Graduates provided by Private AI to Public/Private Org)

Table and graph 4 depict public sector organizations employment provided through the graduates of private sector HEIs. In this ranking of the accumulated data the University of Lahore stands peculiar with 32%, FAST 22%, UCP 9%, UMT Lahore 8%, University of Education 7%, Lahore Leads University 6%, University of Faisalabad 5% and so on.

Public Sector HEI Graduates Employed by Private Sector Organizations

Graph 5

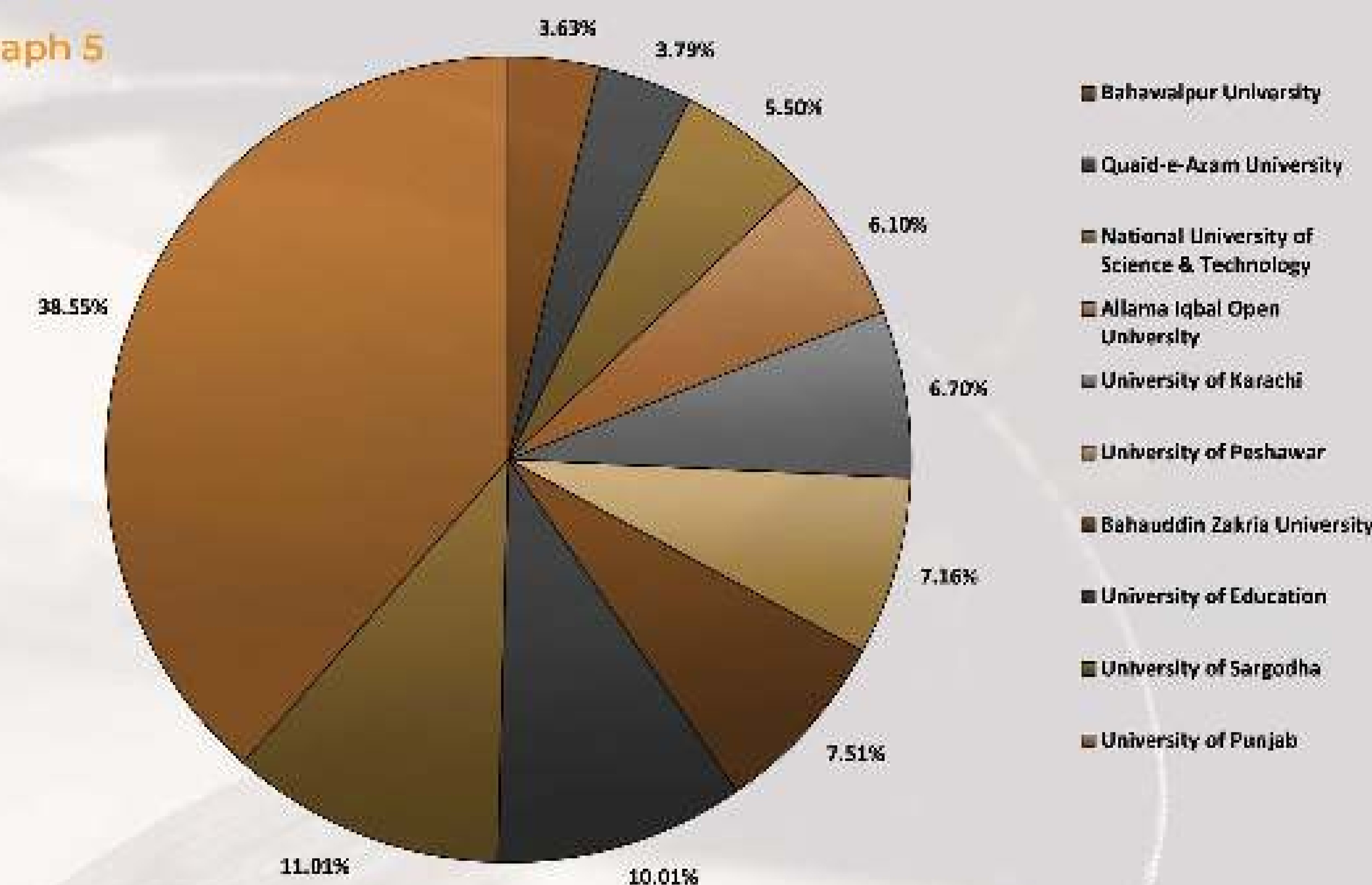


Table 5

S #	Public Sector HEI	P/F	Employment 2016-2018 (Private Org)	%age	Accumulative %age
1	University of the Punjab	Province	1421	38.55%	17.60%
2	University of Sargodha	Province	406	11.01%	5.04%
3	University of Education	Province	369	10.01%	4.58%
4	Bahauddin Zakariya University	Province	277	7.51%	4.44%
5	University of Peshawar	Province	264	7.16%	3.28%
6	University of Karachi	Province	247	6.70%	3.06%
7	Allama Iqbal Open University	Federal	225	6.10%	2.79%
8	National University of Science & Technology	Federal	203	5.50%	2.52%
9	Quaid-e-Azam University	Federal	140	3.79%	1.73%
10	Bahawalpur University	Province	134	3.63%	1.66%
Total					43.91% (of All the Public AI Graduates Hired by Public/Private orgs)

In table and graph 5 above among the public sector HEIs University of Punjab stands atop among the rest of top ten in providing employment during the two years (2016-18) to private sector organizations with the share of 41%. The others are University of Sargodha (12%), Bahauddin Zakariya University (8%), University of Peshawar (8%), University of Karachi (7%), AIU (6%), National University of Science & Technology (6%), Quaid-e-Azam University (4%), Bahawalpur University (4%) and IBA (4%).

Public Sector HEI Graduates Employed by Private Sector Organizations

Graph 6

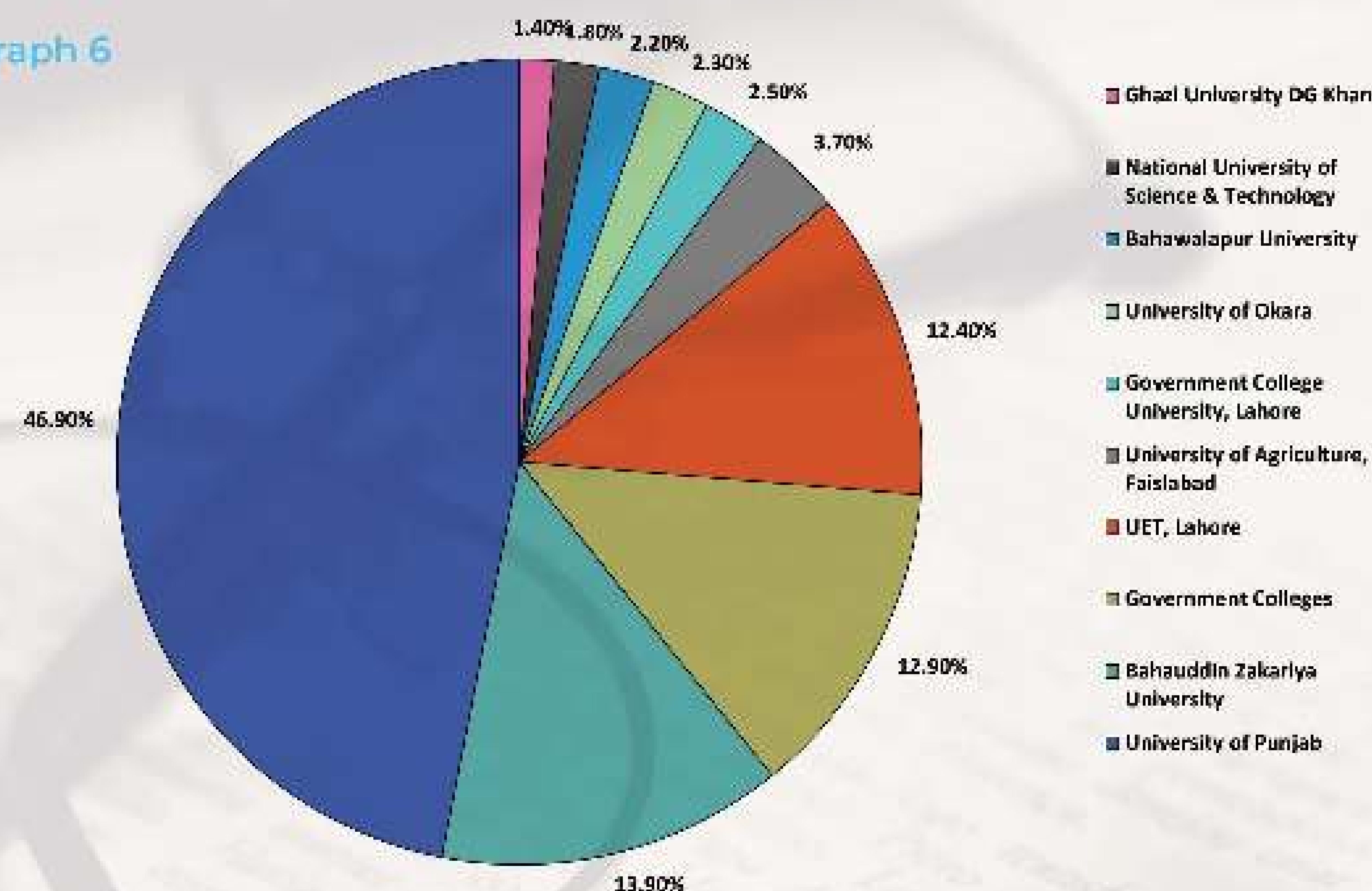


Table 6

S #	Public Sector HEI	P/F	Employment 2016-2018 (Public Org)	%age	Accumulative %age
1	University of Punjab	Province	1503	46.90%	46.90%
2	Bahauddin Zakariya University	Province	447	13.90%	60.80%
3	Government colleges	Federal	415	12.90%	73.70%
4	UET Lahore	Province	399	12.40%	86.10%
5	University of Agriculture Faisalabad	Province	101	3.70%	89.80%
6	Government College University Lahore	Province	82	2.50%	92.30%
7	University of Okara	Province	75	2.30%	94.60%
8	Bahawalpur University	Province	73	2.20%	96.80%
9	National University of Science & Technology	Federal	58	1.80%	98.60%
10	Ghazi University DG Khan	Province	47	1.40%	100.00%
Total			3200	100%	

39.64% (of All the Public AI Graduates Hired by Public/Private orgs)

Table and graph 6 exhibits public sector HEIs scorecard in providing employment to public sector organizations for the years 2016-18. University of the Punjab surpasses rest of the public sector HEIs by providing 47% of the graduate human resource to PSOs. It is followed by Bahauddin Zakariya University (14%), government colleges (13%), UET Lahore (13%), University of Agriculture Faisalabad (3%).

Public Sector HEI Graduates Employed by Private Sector Organizations

Graph 7

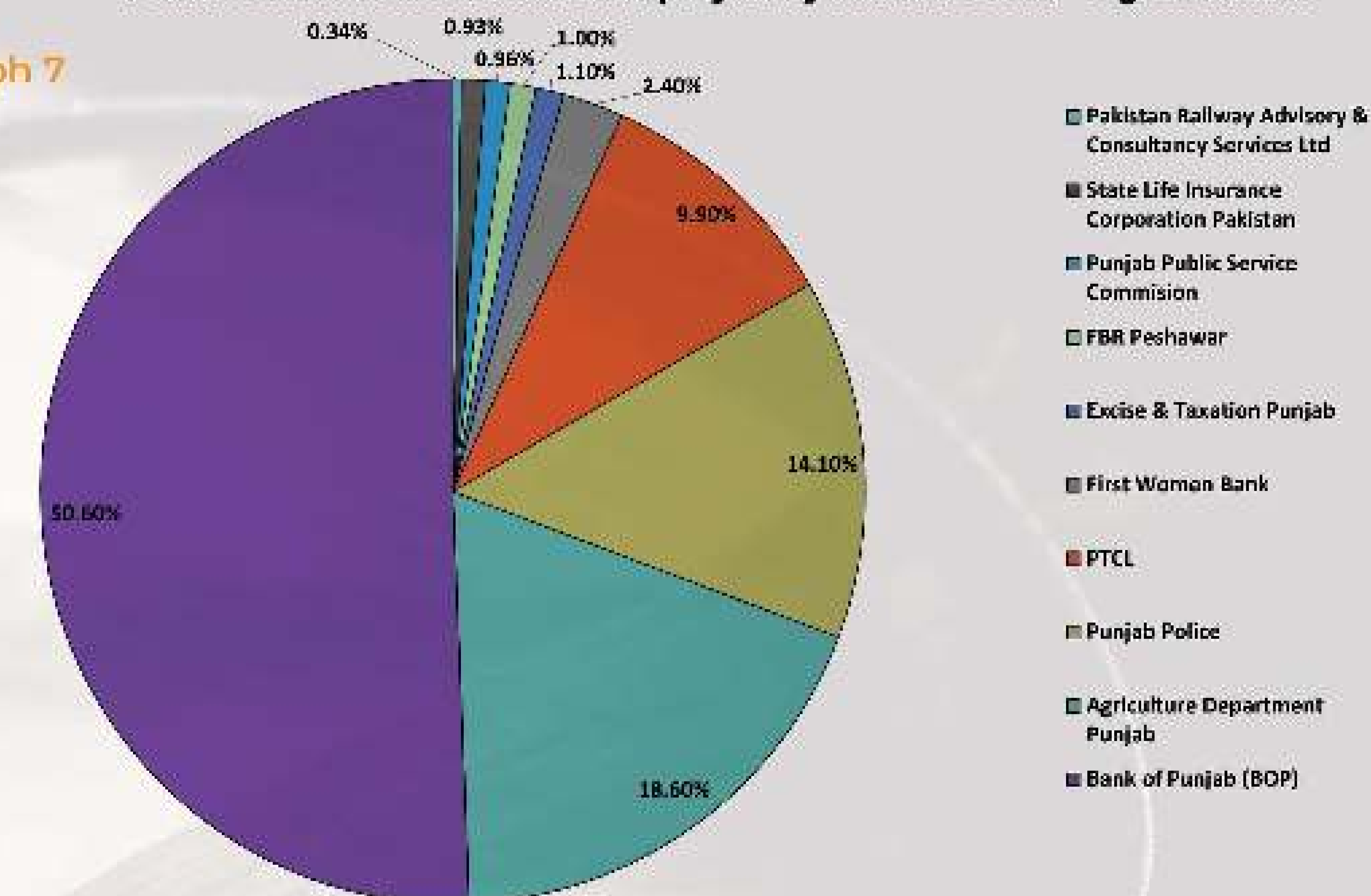


Table 7

S #	Public Sector Employer	P/F*	Employment 2016-2018 (Public AI)	%age	Accumulative %age
1	Bank of Punjab (BOP)	Federal	2211	50.60%	50.60%
2	Agriculture Department Punjab	Province	815	18.60%	69.20%
3	Punjab Police	Province	619	14.10%	83.30%
4	PTCL	Federal	436	9.90%	93.20%
5	First Women Bank	Province	92	2.40%	95.60%
6	Excise & Taxation Punjab	Province	51	1.10%	96.70%
7	FBR Peshawar	Province	46	1.00%	97.70%
8	Punjab Public Service Commission	Province	42	0.96%	98.66%
9	State Life Insurance Corporation of Pakistan	Federal	41	0.93%	99.59%
10	Pakistan Railway Advisory & Consultancy Services Ltd	Province	15	0.34%	99.93%
Total			4368	100%	

Table and graph 7 highlight the public sector employment through public sector HEIs. Bank of Punjab provided 51% employment to public sector HEIs graduates. Agriculture department Punjab provided 19%, Punjab Police 14%, PTCL 10%, First Women Bank 2% and rest provided 1% each.

Public Sector HEI Graduates Employed by Public Sector Organizations

Graph 8

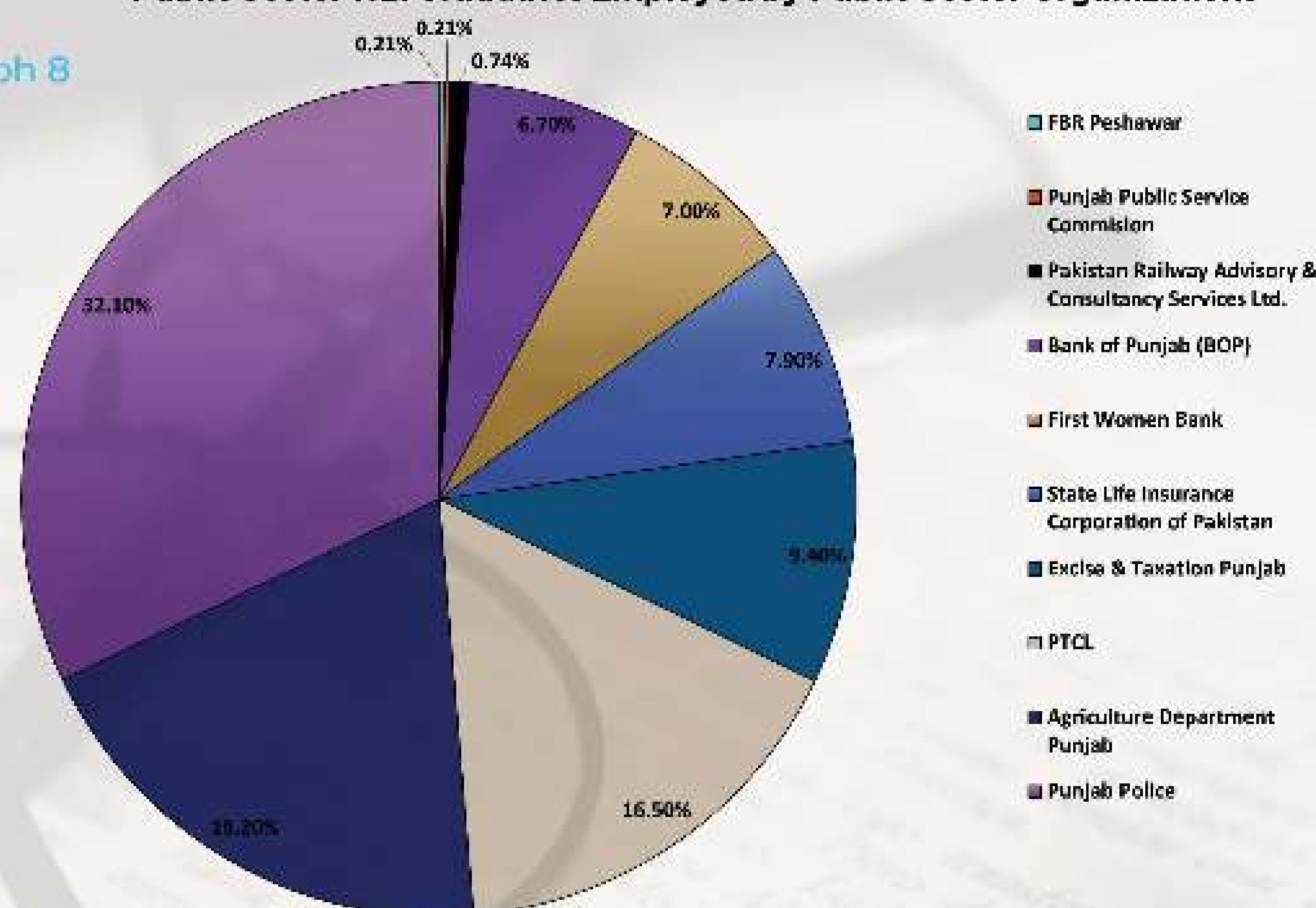


Table 8

S #	Public Sector Employer	P/F*	Employment 2016-2018 (Private AI)	%age	Accumulative %age
1	Punjab Police	Province	303	32.10%	32.10%
2	Agriculture Department Punjab	Province	180	19.20%	19.20%
3	PTCL	Federal	154	16.50%	16.50%
4	Excise & Taxation Punjab	Province	86	9.40%	9.40%
5	State Life Insurance Corporation of Pakistan	Federal	73	7.90%	7.90%
6	First Women Bank	Province	66	7.00%	7.00%
7	Bank of Punjab (BOP)	Federal	61	6.70%	6.70%
8	Pakistan Railway Advisory & Consultancy Services Ltd	Province	7	0.74%	0.74%
9	Punjab Public Service Commission	Province	2	0.21%	0.21%
10	FBR Peshawar	Province	2	0.21%	0.21%
Total			934	100%	99.90%

Table and graph 8 come up with portraying public sector employer providing employment to private HEIs graduates. Punjab Police ranks with 32% as the highest one in providing jobs to private sector HEIs graduates. Similarly, Agriculture Department Punjab with 19%, PTCL 17%, Excise and Taxation Department Punjab 9%, State Life Insurance Corporation of Pakistan 8%, First Women Bank and Bank of Punjab 7% each contributed to employment to private HEIs graduates.

Public/Private HEIs Graduates Employed by Private Sector Organizations

Graph 9

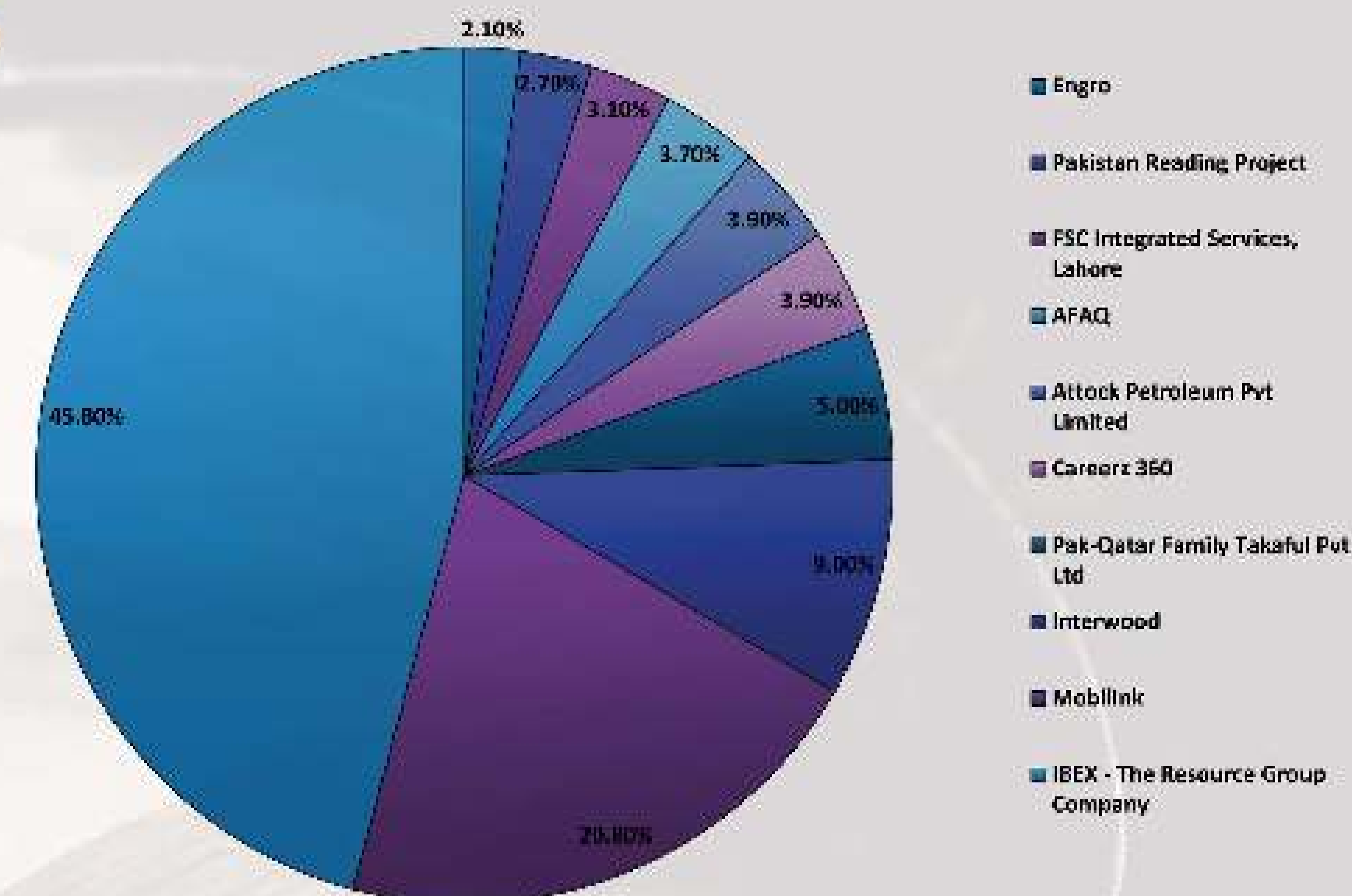


Table 9

S #	Private Sector Employers	P/F*	Employment 2016-2018 (Private/Public AI)	%age	Accumulative %age
1	IBEX- The Resource Group Company	Federal	1878	45.80%	32.30%
2	Mobilink	Federal	854	20.80%	14.70%
3	Interwood	Province	370	9.00%	6.30%
4	Pak-Qatar Family Takaful Pvt Ltd	Federal	208	5.00%	3.50%
5	Careerz 360	Federal	163	3.90%	2.80%
6	Attock Petroleum Pvt Limited	Federal	161	3.90%	2.70%
7	AFAQ	Federal	133	3.70%	2.20%
8	FSC Integrated Services Lahore	Province	124	3.10%	2.10%
9	Pakistan Reading Project	Federal	113	2.70%	1.90%
10	Engro	Federal	89	2.10%	150.00%
Total			4093	100%	70% (of total employees of Private organizations)

In table and graph 9 if we look into the correlation of employment positioning to that of public and private HEIs graduates in the private sector organizations, the IBEX stands accommodating 46% employees followed by Mobilink 21%, Interwood 9%, Pak-Qatar Family Takaful Pvt Ltd 5% and so on.

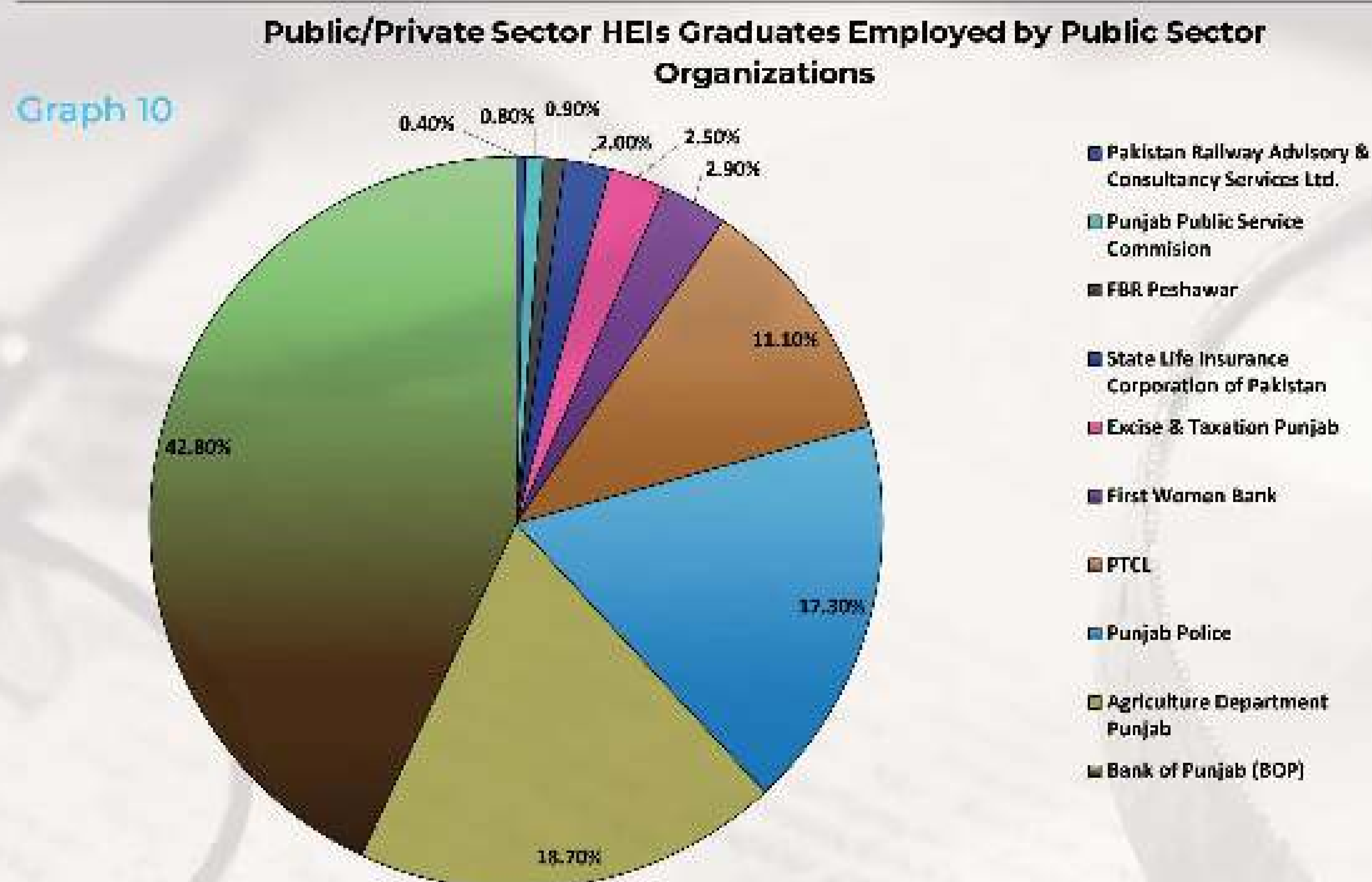


Table 10

S #	Public Sector Employers	P/F*	Employment 2016-2018 (Private/Public All)	%age	Accumulative %age
1	Bank of Punjab (BOP)	Federal	2272	42.80%	42.80%
2	Agriculture Department Punjab	Province	995	18.70%	18.70%
3	Punjab Police	Province	922	17.30%	1730.00%
4	PTCL	Federal	590	11.10%	11.10%
5	First Women Bank	Province	158	2.90%	2.90%
6	Excise & Taxation Punjab	Province	137	2.50%	2.50%
7	State Life Insurance Corporation of Pakistan	Federal	114	2.40%	2.40%
8	FBR Peshawar	Province	48	0.90%	0.90%
9	Punjab Public Service Commission	Province	44	0.82%	0.82%
10	Pakistan Railway Advisory & Consultancy Services Ltd	Province	22	0.41%	0.41%
Total			5302	100%	100% (Public Sector Public Organizations)

In table and graph 10 if we look into the correlation of employment positioning to that of public and private HEIs graduates in the public sector organizations, the Bank of Punjab stands accommodating 43% employees followed by Agriculture Department Punjab 19%, Punjab Police 17%, PTCL 11% and so on.

Qualitative Findings



Interview based findings

Employers have responded equally well for the graduates of public or private sectors HEIs. However, it has been observed that their preference for the foreign degree holders stand obvious. Among the indigenous universities LUMS and IBA bagged more applauds from employers. It has also been noted that geographic location of employer tilts its favor to close-by institute of higher education institutes. The other remarks of importance are that the preference of employers for HEIs is based on their business streams related degrees.

The underlying factors of preference for a particular university graduates as described by employers relate more to their academic affinity to skills required by the industry. The skills relevant to job description of employees in the organization tip the balance in their favour for employment and in this way different HEIs graduates are preferred by the varied employers. The skills they looked for are leadership, decision making, communication, writing, selling, data analytics and technical skills peculiar to their industry requirements.

The employers stressed upon academic relevance to that of market or industry requirements. The curricula of the most of the HEIs does not fit into the requirements of employers. That's why employers spend quite substantial time and resources to build the capacity of newly inducted HR to perform as per their standards and expectations. They prefer the graduates with some job experience.

Interview based findings ...

The areas of improvement for the fresh graduates identified by the employers encompass making functional CVs, avoidance from bookish knowledge, interview techniques, most candidates apply on the posts not relevant to their education. Universities should focus on practical implementation of tasks and learning on theoretical concepts. The universities should have placement office, job fairs, assessment centers, campus recruitment events etc. the civic education and tax laws should be taught as supplementary subject at graduation levels.

Most of the skills identified by the employers from the potential employees revolve around hard work, innovation, critical thinking, emotional intelligence, problem solving, right decision at the right time, interpersonal skills, job-related knowledge, good listener and self-motivation.

Consultation based findings

The consultation meetings were arranged at Islamabad and Lahore in which the seasoned participants from all walks of life enriched the study with their identification of areas of improvement and suggestions. The accumulative input of consultative meetings is on the following pages.

1.

1. Public sector HEIs areas of improvement for employment

Areas of improvement	Suggestions
Practical skills missing	Refresh the curriculum, so that it can be practically Implemented
Faculty profile issue	Professors should be selected on their practical experience. Degrees to be linked with practical
Local research is missing	Localize the research, so that it can be practically Implemented
Academia link with industry is missing. Private Industries didn't spend on R & D.	Every university should be having incubation centers to implement the theoretical knowledge into practical work with industry.
Limited reach due to physical presence	Leveraging technology and increasing reach
Curriculum	Revised curriculum to compete modern world education.
Lack of local studies\ Researches	Promote local research culture and encourage local case studies so that students can easily understand according to our own environment
Lack Ethical Values	Experts involve in universities to share their experience and consistently share practical examples, instead just theory/ case studies
Lack to analytical and conceptual skills	To cover up the deficiencies of our primary and tertiary educational institutes, universities shall focus on developing analytical and conceptual skills of the students, especially in first 2 year of education.
Focus on practical	Multiple soft skills enhancement should be encouraged in universities.
Teachers Assessment	Redo criteria of annual\semester system to make it result oriented and the results must be in consonance with market demands.

2.

2. Private sector HEIs areas of improvement for employment

Areas of improvement	Suggestions
Focus on soft skills	There includes communication, problem solving skills, cross cultural awareness and others as suggested by the report. These may be customized for the HEIs as per their market.
Lack of Interaction between academia and	More interaction with employees to find the needs
How to identify steps for improvement	Study Success models. This could be different in universities/departments of university
Delivering Industry relevant knowledge	Focus on Internship
Basic MS Office knowledge especially Excel	MS Office should Be a part of curriculum
Industry understanding of the faculty	Visiting faculty from the industry
Communication/interpersonal skills	Mock activities/presentations/assignments
Public sector courses	e.g. Public finance
Cultural adaptability of the organization	Flexible attitude according to organizational culture

3.

3. Public sector employers: concerns and solutions

Concerns	Solutions
All streams not focused, include all the streams for collection of data	All streams must be added and further divide in main streams and sectors
The data was skewed and more tilted to particular employers or HEI	
Baseline study not a proper study	Sample distribution must be shown and the tools used were authentic or not.
Platform for the discussion of such important needs and issues	Platforms informal, formal should be UET, NDU, Mehran Uni, Student suffer because of tilt towards funding of employers.
Line defined employment and employability	Particular definition and demarcation for both
Range of soft skills required by industry and education provides	
HEC stakeholder not involved in parameters	Assess teachers, students and readiness of the students
HEC ranking list in 2015 updated	HEC must have to be actively involved
Highly saturated data from different people. 50% of workforce has to be local	
	To create an environment to improve their innovation and creativity by open and outdoor efforts.
Innovation and Creativity	
Aster ship programmed for teachers	For teachers enter during the holidays in industry and organization.
Work Ethics& Culture of Hard work	The teachers should conduct the activities to improve work ethics and culture hard work.
Personal Effectiveness& Discipline	The management should make the environment conducive yet disciplined.
Train the students to relate them with external environment	From first semester/year they should be linked to industry and organization. To learn the ever changing needs, demands and attributes.
Students assessment	They must be assessed on conative skills, soft skills besides educational information
Curriculum (foreign)	Local market flavor to be added. What has to be kept and what to be eradicated. Spirit of the curriculum needs to be streamlined.

4. Public sector employers: concerns and solutions

System concerns/bound in rules etc.	
Teachers effectiveness	Industry professional preferably, or at least must have some involvement in that.
Pedagogy for employment	Reflective learning, human friendly
Industrial and educational discrepancy	needs to be updated

4.

Concerns	Solutions
How to improve employability for university graduates	Combination of skill sets to be introduced and added in the main stream
Responsibility of Universities not clear	Aptitude and attitude both to be catered
Lack of guidance for choosing right discipline	Guidance be given to students and parents for the fields and industrial demands
Segmentation of Focus	Organizational as well as employee-based segmentation so that the important needs and requirements are addressed properly
Preparation of CV	Hire internees and develop them
Interview	Without practice/submit internship report degree not issue like foreign
Improve EQ / IQ	Not interface organization with education sector about their need.
To know culture about the organization before applying	Knowledge about Job description/ designation. Knowing about the work patterns and image of the organization
Work ethics	Proper monitoring and evaluation along with awards or recognition of employee's contributions towards achievement of targets and upholding the organizational culture.
Improve Attitude	Proper orientation of employees Rewards attached to required attitudes Capacity building/sensitization interventions

According to Global Competitiveness Index 2018 ranking Pakistan is placed at 107th position among the 140 nations whereas India at 58th, Bangladesh at 103rd, Sri Lanka at 85th, Lebanon at 80th position in the world economies. This requires of us to work on multiple fronts to raise the national standard on competitive ranking. Industry academia synchronization among the others is most pivotal to work on. This effort of Employers Factsheet on Employability may well sensitize the policy makers at the apex to carve out functional strategies that could pave the way to progression and uplift of the system choked of indolence, apathy and non-responsive to what is happening around.

The institutions of higher education need to have vibrant research and development sections to know and formulate the policies bridging the yawning gap among the multiple stakeholders tagged to graduate employability prospects.

The employability phenomenon requires comprehensive plan projected with the requirements of the employers, credentials of the graduates and standardizations of HEIs. The whole fabric of employability demands adroit management among the actors, factors and processes. Actors here being referring to stakeholders, factors to political, economic, social, technological, legal and environmental considerations while processes point out the structural functional mechanisms of employer organizations and HEIs.



Conclusions

On the expectation sphere of the employers they have been found dissatisfied of the graduate's skills required to shoulder the responsibilities in the organizations.

The resources and capacity of the HEIs staff needs to be of standards to not only attain space for their image in the market but also to address the emerging needs and requirements of the industry. Different employers opt for certain universities graduates to be employed depending on their nature of work and level of competition.

The study identifies employer's preference for employability skills among the graduates for induction. A few of the most quoted are critical thinking, problem solving, innovation, written communication, leadership, entrepreneurial skills, concern for quality, self-management and taking initiative and responsibility of their actions.

It has also been noted that the teaching staff be well aware of market dynamics and demands so that they groom their students at par to the requirements of the market. The areas to work on include curriculum development, action research, training and exposure, faculty enhancement, use of interactive teaching and assessment methods, seminars, exposure visits, internships, student counseling, and increased engagement with industry. For that purpose, the industry areas of interest are harnessed by the HEIs particularly the private sector HEIs explore various forms of engagement with industry including research, work placement, curriculum design, recruitment of graduates, seminars, discussions with staff, etc.

Recommendations

Higher education institutions may they be public or private need to focus on market-oriented skills that would land them successfully bagging better prospects of employability after graduation.

Focus on theory lead the graduates unaware of market skills and their compatibility to adjust into delivering required services to the industry in the country based on their academic achievements. The required soft skills and personality development supportive to one's academic credentials be necessarily the part of academic pursuits at academic institutions.

Personality assessment, career path identification and counselling services require to be the part and parcel of our academic programs. The career path should compartmentalize national and international prospects of employment opportunities with a particular focus on specific ultra-academic requirements.

The research studies be seriously taken into considerations by the higher education institutions to orient their students with the market trends of employment.

Other than the HEIs those corporate or civil society organizations who could play their role grooming the graduates at par to employers' criteria of employment be taken on board by the public private sector academic institutes.

It has been observed that our students' exposure to market standards and technological requirements stand low at market expectations. They are required to equip with using industry-based technologies in vogue in the market. For that matter the centers of excellence or apprenticeship at high-tech industry be facilitated to the required number of students every year.

Recommendations ...

The life skills demand of industry almost equal to academic standing be coddled through appropriate focus on such requirements like communication skills, interviewing skills, problem solving skills, creativity and innovation to name a few.

Networking, liaison and collaborations of industry, academic institutions be encouraged in the way that could yield benefits to both as win-win situation.

The employer should know and concentrate on the differentials of new employees relating to millennials generation that today's candidates want to see purpose in their work and they effort to make contribution to the mission of the organization, they want interactive employee engagement process, they look for job that be a good fit to them. The employers now be proactive and take it on that one-size-fits-all approach does not work now onward. The employers should use digital, technological and analytical skills to the process of employment.

The HEIs are required assess their students more on practical aspects of their competence rather than theoretical knowledge. That focus would lead them to application of their learnings at HEIs along with involvement in research and real-life business solutions.



Annexures

Annex I. Quantitative Data Collection Form

Name of Employer:

Name of Contact Person:

Contact No:

Email ID:

Date:

Sr#	Names of Position	Number of employees recruited during the years 2016-2018	Name of graduate academic institution of employees
1			
2			
3			
4			
5			
6			

Annex II. Qualitative Data Collection Form

Interviews of employers

1. Which university graduates are preferred to be employed?
2. What are the underlying factors of preference for a particular university graduate?
3. What you expect of prospective graduates in terms of academic qualities?
4. What you expect of prospective employees in terms of co-curricular qualities (life skills)?
5. What you suggest to the graduates for optimizing their chances of employment?
6. Which university you look gearing up to meet the future needs of your industry?
7. Would you like to mention the improvement areas of the university on the basis of which you think it might well come up meeting your talent hunt requirements?

List of consultative meeting participants (Islamabad)

SN	NAME	DESIGNATION	INSTITUTE/ORGANIZATIONS
1	Mr. Arshad Mehmood Akif	CEO	ASK Development
2	Mr. Asmat Ullah	CEO	Peace and Development Foundation
3	Mr. Khuram Ali Khan	CFO	ASK Development
4	Ms. Samia Qamar	Global HR Leader	S & P Global
5	Mr. Zahid Mubarak	CEO	HR Metrics
6	Dr. Sadia Nadeem	Dean	FAST University
7	Mr. Ansar Rajput	Dean	Capital University
8	Mr. Furqan Shamsi		Consultant
9	Mr. Ahmed Nauman	Head HR	Riphah University
10	Mr. Prof. Atiq u Zafar	Assistant Professor	Islamic University
11	Mr. Farooq Bilal	HR Head	FWO
12	Mr. Mazhar Hussain Syed	CHRO	PTCL
13	Mr. Zulfiqar	COO	Tiflee Education
14	Mr. Muqees Islam	DG	NATEC
15	Mr. Rafiq Tahir	DG	Education Ministry
16	Mr. Yasser Qayum		Consultant
17	Mr. Shmail Dr.	CEO	MM Hospital
18	Dr. Awais	DG	Shifa Foundation
19	Mr. Taimur Aziz	VP HR	Nayatel
20	Mr. Rizwan Shaikh	Head HR	PPAF
21	Dr. Abdul Quddos		
22	Mr. Frooq Randhawa	GM	Punjab health commission
23	Mr. Hasan Arshad	Snr. Manager HR	
24	Mr. Talha Izhar	CEO	

Annex III

List of consultative meeting participants (Lahore)

SN	NAME	DESIGNATION	ORGANIZATION/INSTITUTE
1	Mr. Froog Randhawa	GM	Punjab Health Commission
2	Mr. Khaleeq	Head HRM	Millat Tractors
3	Mr. Izhar Hashmi Dr.	DG	Punjab Trust for Special People
4	Mr. Shafique Ukaily	Group Head HR	UMT
5	Mr. Asif Mushtaq Khawaja	GM HR	AFAQ
6	Mr. Khawaja Usman		Consultant
7	Mr. Atif Minhas	GM HR	Master Beverages & Food Ltd
8	Mr. Haseeb	HR Manager	
9	Mr. Khurram Lodhy	Manager HRM	
10	Dr. Ali Sajid	Educationist	Lahore School of Management
11	Mr. Younus Kamran	CEO	
12	Ms. Sana Javid	Head HRM	
13	Mr. Bukhtiar Khawaja		Consultant
14	Mr. Kashif Javed	Head HRM	Himont
15	Ms. Samia Yusufi	Director	KPMG
16	Mr. Armaghan Aized	Head HRM	JDW

Annex IV

Annex IV - A:

Private Academic Institutes Graduates Employed by Private Sector Organizations

University	Graduates
University of Education Lhr	369
University of South Asia	261
SZABIST	124
LUMS	119
Forman Christian College	104
Iqra University	76
UCP	75
UMT Lahore	65
IBM	54
Virtual University	43
FAST	42
Superior university Lahore	42
City University	29
Preston University	29
Other	23
Jinnah Women University Karachi	19
IM Sciences	18
Lahore School of Economics Lhr	17
GIK	10
Al-Khair University	10
Punjab Group of Colleges	10
Sarhad University Peshawar	8
NCBA & E	8
Professional Academy of Science	7
SKAN	6
Institute of Southern Punjab Multan	4
Capital University of Science & Technology	3
Gandhara University Peshawar	2
GIFT University Gujranwala	2
CECOS University of Engineering	1
NICE Karachi	1
Pak- Aims University	1
SBKWU	1
Total	1572

Annex IV - B:

Public Academic Institutes Graduates Employed by Private Sector Organizations

Academic Institutes	Graduates
University of Punjab	2693
University of Sargodha	406
BZU	277
University of Peshawar	264
University of Karachi	247
AIOU	225
NUST	203
Quaid-e-Azam University	140
Bahawalpur university	134
IBA	132
UET Lahore	107
UET Peshawar	81
Lahore College for Women University	64
Bahria	61
GC University	60
COMSAT	57
UET Faisalabad	55
University of Gujrat	34
University of Agriculture FSD	33
NUML	29
IIU Islamabad	20
NED Karachi	20
Gomal University	17
Abdul Wali Khan University	16
Federal Urdu University of Arts & Science	12
GCU Lahore	12
Hazara University	10
Government Collages	10
AIR University	9
Federal Urdu University Islb	9
Abdul Latif University Kher pur	8
UST Bannu	6
University of Malakand	6
UST Abbot Abad	4
Sindh University	4
SBBWUP	3
ICAP	2
Fatima Jinnah Women University	2
Other	2
Total	7046

Annex IV - C:

Public Academic Institutes Graduates Employed by Public Sector Organizations

Academic Institutes	Employees
BZU	447
Punjab Government colleges	415
UET Lahore	299
University of Punjab	231
University of Agriculture FSD	101
GCU Lahore	82
University of Okara	75
Bahawalpur University	73
NUST	58
Ghazi University DG Khan	47
Quaid-e- Azam University	38
AIOU	38
University of Sargodha	35
University of Sahiwal	30
University of Peshawar	28
University of Gujrat	21
Federal Urdu University Islb	9
Fatima Jinnah women university	8
UST, Bannu	7
Gomal University	6
IU Islamabad	2
Abdul Wali Khan University	2
KUST	2
NUML	2
Hazara University	1
Sindh University	1
Agriculture University of Peshawar	1
Arid Agriculture University	1
Islamia College Peshawar	1
UST, Abbott abad	1
University of Malakand	1
Information Technology University	1
Total	2064

Annex IV - D:

Private Academic Institutes Graduates Employed by Public Sector Organizations

Academic Institute	Employees
The University of Lahore	194
FAST	136
UCP	55
UMT Lahore	47
University of Education Lhr	45
Lahore Leads University	36
University of FSD	31
Hajvery University Lhr	22
Imperial College of Business Studies Lhr	22
NCBA & E	18
Preston University	17
Iqra University	16
GIFT University Gujranwala	16
IM Sciences	16
SKAN	14
Virtual University	14
Superior University Lhr	12
Lahore School of Economics Lhr	12
University of Wah Lhr	11
Lahore Garrison University	10
Institute of Southern Punjab Multan	10
Al-Khair	8
University of South Asia	6
Quid e Azam Law College Lhr	6
University of Sialkot	5
Lahore College of Arts & science	5
Comwave University Islamabad	5
Qarshi University Lhr	3
MAJU Islb	3
Humdard University Islb	3
Ripha University Islamabad	3
SAZABIST	2
Forman Christian College	2
Minhaj University Lhr	2
Qurtaba University	1
Sarhad University Peshawar	1
Total	809

Annex IV - E:

Private Organizations Employees of Private Academic Institutes

Private Organizations	Private Academic Institutes Graduates
IBEX- The Resource Group Company	613
Mobilink	152
PAK Qatar	144
Interwood	103
FSC Integrated Services (Lahore)	70
First Women Bank	66
Careers 360	62
Bank of Punjab (BOP)	61
Pakistan Reading Project	59
Attock Petroleum Pvt Limited	56
Lacas	39
Fresenius Medical Care	28
AFAQ	25
Engro	21
Cheerat Cement	15
Secor Islamique France	14
Indus Hospital	12
Read Foundation	9
Stewart Pakistan Pvt Limited	9
Muslim Commercial Bank (MCB)	7
Air & Sea Freight Pakistan	5
JINN Petroleum	2
Total	1572

Annex IV - F:

Private Organization Employees Graduates of Public Academic Institutes

Private Organizations	Public Academic Institutes Graduates
IBEX- The Resource Group Company	1265
Mobilink	702
Interwood	267
AFAQ	108
Attock Petroleum Pvt Limited	105
Careers 360	101
First Women Bank	92
Engro	68
Secor Islamique France	68
PAK Qatar	64
Read Foundation	62
Pakistan Reading Project	54
Cheerat Cement	49
United Development Organization	45
Lacas	38
Muslim Commercial Bank (MCB)	30
JINN Petroleum	23
Fresenius Medical Care	22
Professional Institute of IT	17
Stewart Pakistan Pvt Limited	16
Indus Hospital	6
Air & Sea Freight Pakistan	4
Total	3263

Annex IV - G:

Public Organizations Employees Graduates of Public Academic Institutes

Public Organizations	Public Academic Institutes Graduates
Bank of Punjab (BOP)	2211
Agriculture Department Punjab	815
Punjab Police	619
PTCL	436
Excise & Taxation Punjab	51
FBR Peshawar	46
Punjab Public Service Commission	42
State Life	41
PRACS	15
Total	4276

Annex IV - H:

Public Organizations Employees Graduates of Private Academic Institutes

Public Organizations	Private Academic Institutes Graduates
Punjab Police	303
Agriculture Department Punjab	180
PTCL	154
Excise & Taxation Punjab	86
State Life	73
PRACS	7
Punjab Public Service Commission	2
FBR Peshawar	2
Total	809



Participants

Islamabad

SN	NAME	DESIGNATION	ORGANIZATION
1	Dr. Sadia Nadeem	Dean Mangment Department	FAST, Islamabad
2	Dr. Ansar Rajput	Dean Mangment Department	Capital University, Islamabad
3	Furqan Shamsi		Consultant & Trainer
4	Ahmed Nauman Anees	Head HR	Riphah University, Islamabad
5	Prof. Atiq u Zafar	DG, School of Economics	IIUI
6	Farooq Bilal	HR Head	FWO
7	Dr. Shmail Ahmed	CEO	Maryam Memorial Hospital
8	Dr. Abdul Quddos	Director Research	NUST
9	Ms Samia Qamar	Director People	S& P Global
10	Hassan Arshad	Senior Manger HR	Bestway Cement Ltd
11	Talha Izhar	CEO	NOETIC Technologies
12	Dr. Awais e Seraj	CEO	Shifa Foundation
13	Taimor Aziz	VP- HR	Niatel



Participants

Lahore

SN	NAME	DESIGNATION	ORGANIZATION
1	Ahmed Saeed	Assistant Director	EOBI, Lahore
2	Nauman Khan	Assistant Director	EOBI, Lahore
3	Khurram Lodhi	Director HRM & Admin	Punjab Health Initiative Management
4	Kashif Javed	Head HRM	Sharief Group
5	Saleha Khan	Educationist	
6	Farooq Randhawa	General Manager	Punjab Health Commission
7	Khaleeq ur rehman	Head HRM	Millat Tractors
8	Dr Izhar Hashmi	DG	Punjab Trust for Special People
9	Shoaib Ahmed	CHRO	CCL
10	Bakhtiar Khawaja	Professional Coach & Consultant	
11	Shafique Ahmed Uqaili	Group Head HR	UMT and ILM Trust
13	K.M. Usman	Consultant	
14	Samia Yusuf	Consultant	KPMG
15	Khawaja Asif Mushtaq	Director HRM & Admin	AFAQ

