Policy Brief

SKILLS MAPPING AND HUMAN RESOURCE PLANNING FOR PROPOSED SPECIAL ECONOMIC ZONES:JOB CREATION FOR UNEMPLOYED YOUTH OF BALOCHISTAN

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INTRODUCTION

The socioeconomic indicators of Balochistan are comparatively not promising to enhance its industrial and economic development proposed under the objectives of establishing its special economic zones (SEZs) and export processing zones (EPZs). The provincial youth are comparatively less skillful to get prospective opportunities of jobs, decent work and adequate livelihood earnings once industrial development gets started on SEZs/EPZs in the province. The provincial and national vocational and technical skills provision systems have not yet identified relevant technical and vocational education and training (TVET) in different demand-driven trades/skills for human resource development of the unskilled provincial labor force. The deficiencies of different TVET skills for the existing and proposed industrial set-ups may likely cause more socioeconomic deprivations, persist poverty, low earning issues and increasingunemployment for the bulge of provincial youth in years to come.

This study describes skills mapping pertaining to nine industries for the categories of existing, proposed and potential industrial set-ups that are planned to be established on three proposed SEZs/EPZs of Bostan special Economic Zone, Hub Industrial Development Zone and Gwadar Export Processing Zones under the China-Pakistan Economic Corridor (CPEC). The study maps relevant TVET skills into four categories of vocational, technical, common and specific skills required for labor market demands for industrial set-ups of Bostan, Hub and Gwadar industrial zones. The skills mapping of this study may likely give policy options for devising human resource planning to the industrial set-ups of provincial SEZs/EPZs. The devising of TVET skills-based human resource planning is likely to creating jobs for unemployed bulge of youth of Balochistan in both the rural and urban labor markets of the province.

This study is based on mixed research methods of skills mapping and human resource planning under

the four categories of skills identification to ensure job creations for unemployed in the industrial set-ups of SEZs/EPZs. The components of mixed research method are designed

inclusively to cover the research methodological aspects of field surveys, focus group discussions, visits to industrial SEZs/EPZs and its labor markets. informal interviews and secondary sources of data collections for accomplishing the objectives of this study.

The study has focused to map institutional set-up of TVET for skills development, sketching and categorizing the industrial set-ups into three of the existing, proposed and potential groups pertaining to only three SEZs/EPZs, identifying the TVET skills demands in vocational, technical, common, and specific categories of skills mapping, exploring TVET skills deficiencies in these categories, estimates of job creations by nine selected industries, and finally pinpointing policy recommendations for TVET skills-based human resource planning to ensure job creation for unemployed youth of Balochistan.

METHODOLOGY

Since, this study is aimed at skills mapping and human resource planning from the very scratches about industrial set-ups of SEZs/EPZs in Balochistan. The research design of this study is inclusive of all the TVET and skills mapping based stakeholders to comprehensively and multidimensionally touch every node of human resource planning for industrial set-ups of Balochistan. In doing so, the research methodology of mixed research methods is applied via its two main components of desktop survey and field survey. Both the components are divided into different phases of skills mapping exercises via applying sequential and simultaneous designs of mixed research methods for the objectives of this study. The components of data collection design include primary and secondary data and information requisition via desktop survey, field survey to three SEZs/EPZs, three focus group discussion (FGDs), informal interviews from key informants (KIs) and many other aspects of mixed research methods of this study. The respondents include from many sectors like, TVET systems, NGOs/INGOs, TVET human resource KIs, SEZs/EPZs authorities, industrialists, TVET qualified individuals and labor market informants to mention a few.

FINDINGS

The study maps provincial TVET system, public and private sectors TVET provision mechanism, comparison of Balochistan TVET system with other provinces, and TVET provision deficiencies in different skills that are relevant to skills-based human resource planning for SEZs/EPZs of

Balochistan. The study is attempted to define skills mapping into vocational, technical, common and specific skills required/demanded for each of the three types of existing, proposed and potential industries in Balochistan. The study has defined TVET skills for its mapping and humanresource planning in the context of nine industries confined to three SEZs/EPZs of Balochistan.

Vocational skills: The vocational skills are those skills that apply to a practical profession or work required by the selected industries of this study. The duration of vocational training is confined from three months to twenty-four months disseminated and regularly given by TVET allied departments in Balochistan (I&CD, 2021; NAVTTC, 2021; B-TEVTA, 2021; SWD, 2021; UNESCO-UNEVOC, 2017; ILO, 2001).

Technical skills: The technical skills are those skills applied to a technical profession or work required by the selected industries of this study. The duration of technical training is confined from three months to five years of degree program disseminated and regularly given by TVET allied departments, polytechnic colleges, and engineering/agriculture universities of Balochistan (I&CD, 2021; NAVTTC, 2021; B-TEVTA, 2021; H&TED, 2021; UNESCO-UNEVOC, 2017; ILO, 2001).

Common skills: The common skills are those skills apply to generic HR and work requirements of the selected industries of this study. These types of jobs neither part of vocational nor technical pertaining to skills mapping for a specific industry under this study (UNESCO-UNEVOC, 2017; ILO, 2001).

Specific skills: The category of specific skills is sub-set of total number of both the technical and vocational skills that apply to a practical profession and/or technical jobs and required by the selected industries of this study (UNESCO-UNEVOC, 2017; ILO, 2001).

For mapping TVET skills in the above four categories, the study identifies the following nine categories of industries. The list of existing industries are snuff/tobacco factory, sea food, and ship breaking industries. The list of proposed industries includes food processing, steel/iron producing and marble/mineral grinding units. The list of potential industries includes chromite processing, small boat making and fisheries/olive-oil extracting units in Bostan, Gwadar and hub SEZs/EPSzfor skills mapping and human resource development in Balochistan (Table 1).

Table 1: Selection of Industries for Skills Mapping

SEZ/EPZ	Existing Industry	Proposed Industry	Potential Industry
Bostan SEZ	Snuff/tobacco factory	Food processing	Chromite

Gwadar EPZ	Sea food	Steel and iron producing industry	Small boat making
Hub SEZ	Ship breaking	Marble & mineral grinding	Fisheries and olive oil extraction

Source: I&CD, 2021; LIEDA, 2021; GIEDA, 2021; District Profiles of Three Districts, 2021; Field Survey and FGDs conducted by Authors

The study has mapped in details the TVET skills for each of the above nine industries in vocational, technical, common and specific categories to identify relevant skills for human resource development for the development of SEZs/EPZs to ensure job creation for unemployed youth of Balochistan. The number and listing in mapping the vocational, technical, common and specific skills for each of the nine industries are identified, tabulated and explained to highlight both the demand and supply aspects of TVET skills for industrial set-ups of SEZs/EPZs to ensure job creations of prospective employments of millions in numbers for unemployed youth of Balochistan. There are potentials of millions of jobs creations and employment opportunities in these nine industries for their labor market demands of identified skills in this study. However, thestudy also reveals many grey areas of skills deficiencies, inadequate skills provisions, huge demand-supply gaps of skills, outdated skills trades that are less necessary and none to focus industrial labor market demands and persistence of lower human capital formation that are neededfor existing, proposed and potential industries of Balochistan.

KEY POLICY RECOMMENDATION

The policy implications of the study demand for extensive investment in demand-orientedtechnical and vocational skills for provincial industrial set-ups of human resource planning to ensure job creation for unemployed youth of Balochistan. Specifically, the following policy recommendations are given to map TVET skills-based human resource planning for skilling the unemployed bulge of provincial youth.

1. The demand driven TVET skills must be started for skills provision through provincial and national TVET systems for human resource development of the provincial youth.
2. For devising any skills policy programs, the inputs of industrial human resource departments must be consulted, and programs must be designed in collaborations with industries for skills provision system in Balochistan.
3. The linkages among labor markets, industry, TVET institutes, TVET allied departments, national/provincial TVET commissions/authorities and TVET qualified individuals are recommended for skills mapping to ensure job creations in provincial industrial set-ups of

Balochistan.

4. There must be capacity building approaches for TVET allied departments of Balochistan to design, implement and provide relevant TVET skills that ensure employment for jobs created by industrial development of Balochistan.
5. The recognition and functionality of B-TEVTA as per the B-TEVTA Act of 2011 should be made integral part of skilling Balochistan strategies for regulation, execution and skills development in the province and allied TVET departments of Balochistan must work under B-TEVTA Act of 2011.
6. The recommendations of National Skill Strategy (2015) should be implemented as per its true spirits to enhance capacity building of the provincial TVET system that could further ensure job creations for unemployed youth of Balochistan.
7. TVET skills deficiency must be overcome by introducing relevant TVET skills as mapped in this study for human resource planning relevant to the existing, proposed and potential industries of SEZs/EPZs of Balochistan.
8. A well-coordinated and comprehensive TVET framework should be devised by inter-linkages of B-TEVTA, NAVTTC, ILO, UNESCO, NGOs/INGOs and other stakeholders for the province of Balochistan.