► **Guidelines on Rapid Assessment of reskilling and upskilling needs in response to the COVID-19 crisis**

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1.

Why Rapid Assessments of reskilling and upskilling needs are needed to respond to the COVID-19 crisis

The COVID-19 virus pandemic has affected almost all countries and territories, and most have undertaken extensive initiatives to slow or suppress its spread. It has caused an unprecedented fall in economic activity globally, and a sharp rise in unemployment and underemployment. It has created serious hazards to workplace safety and health for employees. It has also exposed many workers not only to loss of employment but also to inequality in protection from its health, economic and social impacts.

Physical distancing measures have disrupted or suspended business operations; lost incomes and physical distancing in personal life have reduced and refocused consumer spending; businesses have been affected by events elsewhere through disruption to supply chains; and many businesses – especially smaller businesses – are under financial stress that could cause their failure or retrenchment. While many countries are now easing the tight controls they imposed to control infection, it is not clear at the global level what the recovery that follows will look like – how long it will take, which sectors and industries will be faster or slower to recover, and what the lasting effects will be. It is clear that what follows will not be a simple resumption of what came before, and that economies will have to adjust to change that persists after the active period of the pandemic, and take advantage of opportunities for growth to provide the decent jobs that workers need.

ILO Recommendation R205 – Employment and Decent Work for Peace and Resilience provides guidance to Members on measures to be taken to generate employment and decent work for purposes of prevention, recovery, peace and resilience with respect to crisis situations such as the COVID-19 pandemic which seriously disrupt the functioning of a community. It suggests actions under all four pillars of Decent Work: employment; rights, equality and non-discrimination; social protection; and social dialogue.

R205 emphasises the place of education, vocational training, and guidance in responding to disasters. It advises formulating or adapting a national education, training, retraining and vocational guidance programme that assesses and responds to emerging skills needs for recovery and reconstruction, in consultation with education and training institution and employers' and workers' organizations, engaging fully all relevant public and private stakeholders. These Guidelines on a Rapid Assessment aim to help meet this need. Areas of action relevant to upskilling and reskilling proposed by R205 include: adapting curricula and training teachers and instructors to help recovery, reconstruction and resilience; coordination of education, training and retraining services at all levels; extending and adapting training and retraining programmes to meet the needs of all persons whose employment has been interrupted; and giving special attention to the training and economic empowerment of affected populations, including in rural areas and in the informal economy. R205 advises that women and girls should have equal access to all education and training programmes developed for recovery and resilience.

Skills development has an important role to play in the immediate effort to lessen the impact of COVID-19 while the pandemic is active, in building the resilience of workers and firms, and in preparing for recovery. Time is of the essence in this response, to help speed recovery from recession, to get people back to work safely, to limit the career scarring effects of prolonged unemployment and skills mismatch, and to take advantage of opportunities that may otherwise dissipate over time. This is why Rapid Assessments of reskilling and upskilling needs in response to the COVID-19 crisis are needed. It is important that responses to skills needs respect international labour standards, including the responsibility to provide access to lifelong learning for all[1].

Public health and workplace safety and health concerns place limits on how Rapid Assessments can practicably be undertaken. These Rapid Assessment guidelines aim to inform timely and practical action within the constraints of public health and workplace OSH policies. The guidelines focus on three broad types of impact on the labour market, and hence on demand for skills and opportunities for workers, with implications for reskilling and upskilling needs. For each type of impact, there is an immediate component as short term responses to the pandemic affect economic activity. There is another component over the scale of months to possibly a small number of years as public health strategies respond to a still-active pandemic whose impacts are uneven across the globe, and with flare-ups and retightening of physical distancing measures possible even in countries where it seems to be under control. There will also be a longer-term component as the global economy either recovers from the pandemic or adjusts to live with it as a continuing threat that ebbs and flows. The effects of the pandemic, the resulting challenges and opportunities, and the skills development responses most needed, are likely to vary by country. The three broad impacts and response components are as follows:

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1   Human Resources Development Convention, 1975 (No. 142). Article 4. "Each Member shall gradually extend, adapt and harmonise its vocational training systems to meet the needs for vocational training throughout life of both young persons and adults in all sectors of the economy and branches of economic activity and at all levels of skill and responsibility."

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1. Sectors in which COVID-19 has a significantly negative impact on employment in terms of quantity and quality of jobs

The pandemic has had an immediate negative impact on numbers employed, and in many cases on quality of employment, across most economic sectors in most countries, although some have been affected much more severely than others. Globally, the sectors most affected by the pandemic, in terms of loss of output have been wholesale and retail trade, manufacturing, real estate, business and administrative activities, and accommodation and food services.[2] As economies re-open, some sectors and activities will recover more slowly than others, and, for some, negative effects may continue for a long time. An effective skills development response may make an **important impact on the speed at which sectors recover**, and on the extent to which employment is restored. It is important to identify and anticipate the skills needed for recovery and future growth of the worst affected sectors, and to identify practical actions that can be taken to reskill and upskill workers to meet these needs.

2. Sectors and occupations in which COVID-19 increases demand for skills

The pandemic has boosted demand for workers in some areas, for example in manufacture of Personal Protective Equipment (PPE), in contact tracing, or to raise staffing levels so as to improve resilience against worker absences. Not all of these increases in employment will be sustained, but some require immediate investment in reskilling and upskilling to meet current and future skills needs. While activity in some sectors will recover more slowly or may not recover, demand for some goods and services will increase over pre-pandemic levels as economies re-start and as the pandemic ends or COVID-19 becomes a recurring part of life. For example, there may be a lasting increase in demand for services in a form that can be delivered with reduced close in-person interaction, and for products that limit physical in-person contact in daily life. Moving quickly to take advantage both of existing and new opportunities will be important to rapid economic and social recovery, and to replace employment lost in sectors affected negatively. One of the priorities should be to identify and anticipate the skills needed, and to identify practical actions to meet these needs.

3. Groups of individuals needing training, reskilling and upskilling

As economies recover, there will be large groups of individuals whose employment prospects have been damaged by the pandemic. Skills development will be an important part of the policy offerings needed to get them into employment in decent and stable jobs, and to avoid long term career scarring. Which groups are worst affected and are of highest policy priority will vary between countries. Specific groups to think about include: people in precarious employment whose jobs are likely to be at risk, especially those with weak employment relationships or contractual arrangements; young people entering the labour force who have difficulty finding employment; newly unemployed low skilled workers of all ages in affected industries; newly unemployed workers with medium or high level skills that do not closely match the needs of recovering industries; older workers who are newly unemployed; and informal economy workers facing diminished income-generating opportunities. They may also include groups frequently disadvantaged in the labour market such as women, minority communities, returning migrant workers or internal migrants, refugees, people with disabilities and workers who were already long term unemployed or precariously employed before the pandemic. It is important to identify and anticipate the types of real labour market opportunities available to prioritized groups, to identify what the main gaps are between the skills they have and those needed by employers, to identify practical actions that can be taken to reskill and upskill existing workers to meet these needs, and to bridge skills gaps so as to facilitate transition into work for new labour market entrants.

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2   ILO Monitor: COVID-19 and the world of work. Second edition, 7 April 2020.

2.

Objectives

The main objectives for rapid impact assessments on reskilling and upskilling needs in response to the COVID-19 crisis are as follows.

1. One objective is **to make businesses and individuals whose future depends on skills development present, active and visible** in policy formation at a time when action is urgent but there are many competing priorities. It is to overcome the risk that they will lose out on opportunities to make a better future, not because it is impossible to obtain resources, but because their skills development needs do not get attention. All countries have ministries, education and training institutions, public employment services, business organizations and workers' representatives whose job is, at least in part, to identify and provide for the skills needs of the economic, social and personal development. Many have existing institutional arrangements at national or sector level to facilitate coordination, such as national and sector skills councils, or governing and advisory boards in the education and training system with industry or social partner representation. There is much that they may be able to do quickly, by refocusing existing resources, repurposing existing curricula, making good use of the learning technologies and innovative approaches to learning delivery that have suddenly gone mainstream in many countries, and scaling up provision of training within existing Active Labour Market Policies (ALMPs)[3] in combination with social protection measures. Innovative measures should encompass decent work for educational staff, enabling them to work effectively and safely. Depending on the circumstances of the country, it may be possible to draw on lessons from responses to past crises, such as the Global Economic Crisis 2008, fast-tracking models for intervention on skills development and ALMPs that have already proven to be effective.

2. A second objective is to produce the Rapid Assessment itself in a credible and timely manner, producing a report that makes a clear analysis, identifies priority areas for action, and proposes options for addressing these action areas. Depending on whether the Rapid Assessment is positioned more as a fact-finding and option-generating exercise, or as policy-forming exercise in its own right, it may call for specific recommendations. The methodological approach section that follows describes the process and includes intermediate objectives.

3. A third objective is to mobilize follow-up action. This may be through education and training institutions, public employment services and other institutions acting quickly within their own existing areas of competence, whether independently or in collaboration with industry. It may involve organizations such as qualifications bodies and funding bodies fast-tracking approval for initiatives by education and training providers or employers to adapt curricula or learning delivery methods to meet new needs, to enable delivery under the constraints imposed by the pandemic, or to rapidly scale up the number of trainees reached. It may involve ministries and agencies making new funding streams, or increases in existing streams, available for provision that meets the skills development needs identified. It may provide opportunities for innovative donor-supported development cooperation initiatives.

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3   ALMPs are policies that provide labour market integration measures to those looking for jobs, usually the unemployed, but also the underemployed and even the employed who are looking for better jobs. Typical active measures are labour market training, job creation in form of public and community work programmes, programmes to promote enterprise creation and hiring subsidies. Active policies are usually targeted at specific groups facing particular labour market integration difficulties: younger and older people, women and those particularly hard to place such as the disabled. (ILO GB.288/ESP/2, 2003).

3.

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▶ General methodological approach

The general methodological approach has four research components.

1. Background reading by the Rapid Assessment technical team on currently available information relevant to the Rapid Assessment[4], along with inputs of information and perspectives from steering group.

2. Survey of enterprises in target sector(s).

3. Survey of individuals in target group(s).

4. Consultations/in-depth interviews with key responsible organizations, policy makers, social partners, and other stakeholders.

The report and its recommendations are based on the research and on the inputs from the organizations represented on the steering committee, explained in the following.

▶ Governance of the process

The Rapid Assessment guidelines are intended to be used in a cross-ministerial, multi-stakeholder institutional setting to assess and help respond to emerging skills needs for recovery and reconstruction, in consultation with education and training institutions and employers' and workers' organizations, engaging fully with all relevant public and private stakeholders. The multi-ministerial approach is to ensure that the conclusions are integrated into the overall national COVID-19 response coherent with national policies on employment, education, training, public health, enterprise and trade. As speed is of the essence, it is important to choose a governing framework that can be established rapidly and work quickly in the country's institutional context. Some possible types of framework include a steering committee established as a subcommittee of the national team responsible for the COVID-19 response, an existing body such as a National Skills Council, or appointment of a lead ministry or agency (such as the public employment service or the TVET agency) to take responsibility. It is anticipated that the overall process would as a minimum engage with the labour ministry, health ministry, ministries responsible for education and training, line ministries and industry skill councils responsible for the main economic sectors (industry, agriculture and others depending on the country), employers' representative organizations and workers' representatives. It would also be important to engage relevant front-line agencies. Where there are already effective mechanisms in place to enable coherence and coordination on skills development among these actors, the process chosen should aim to build upon these. If effective mechanisms are not already in place, the government and social partners should consider

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4   Suggested background reading includes: this Rapid Assessment guideline document; national documents on COVID-19 pandemic impact and response; and national statistics on the labour market and on economic output covering the period since the start of the pandemic. Other ILO Rapid Assessment tools covering interesting topics are referenced in later footnotes. The ILO's *COVID-19 and the work of work web page* (https://www.ilo.org/global/topics/coronavirus/lang--en/index.htm) also provides a useful resource, especially in the sections covering: Thematic analysis and practical advice; and Sectoral impact, responses and recommendations.

using the COVID-19 skills response as a pilot towards establishing such mechanisms for the future.[5] The Rapid Assessment should consider not just what direct skills development initiatives are needed, but also what mechanisms should be used to enable partners from across government, from industry and the social partners, and from providers of education and training to coordinate on validating, planning and implementing the recommendations.

The process will need a secretariat and a technical team. The technical team is a group of people who will do practical work on the Rapid Assessment. It might, for example, be drawn from a public employment service or other government agency or a government ministry, or it might be a professional researcher or researchers such as academics or consultants. The secretariat will oversee the technical work on behalf of the steering committee or lead organization. It will collaborate with the technical team from day-to-day on consultations with key responsible organizations, policy makers, stakeholder organizations and development partners. It will support decision-making on the priorities for the direction of the Rapid Assessment and the priority sectors or groups of individuals to be assessed. If the Rapid Assessment is carried out under a development cooperation initiative, the secretariat role could optionally be undertaken jointly between the lead organization and the development partner.

▶ Process

Decisions on the following issues for each step will facilitate the Rapid Assessment.

1. **Identification of priorities for the direction of the assessment:** Confirm that the responsible national body (or steering committee) wishes to focus on all three broad areas of impact that it may target (1. *Sectors in which COVID-19 has a significantly negative impact on employment*; 2. *Sectors and occupations in which COVID-19 increases demand for skills; and 3. Groups of individuals needing training, reskilling and upskilling*). Should the Rapid Assessments be undertaken in parallel or in sequence? If not in sequence, which should be prioritized, taking into account the fact that sequencing may slow the last outputs even if it accelerates the first? The choices should be discussed with the technical team if it has been established by this point.

2. **Identification of priority sectors or groups of individuals for each area of assessment:** In a Rapid Assessment it is necessary to focus efforts where they are most needed. For *sectors in which COVID-19 has a significantly negative impact on employment*, which sectors should be prioritised, whether because they are expected to be affected worst, or are expected to have most difficulty in recovering, or are expected to benefit most from skills interventions, or employ the most vulnerable workers, or are of highest priority for some other reason? For *sectors and occupations in which COVID-19 increases demand for skills*, which should be prioritized, whether because they are essential to underpinning the national public health, business operations and economic response to the pandemic, because they are priorities for social inclusion, or because they offer the greatest opportunities to secure both existing business activities and employment and future growth. For groups of individuals needing training, reskilling and upskilling, which groups are worst affected? Which would be of highest priority in normal times, and which are of highest priority now? For which groups are interventions likely to make the greatest positive difference to employment outcomes?

3. **Identification of respondents:** There are two main primary research and consultation components to each broad area of the Rapid Assessment. One component is a questionnaire survey to be administered to a target population. The target population for the questionnaire survey will be employer firms in the appropriate sector in the case of Rapid Assessments on sectors. The target population for the survey will be individual workers in the case of a Rapid Assessment on groups of individuals needing training, reskilling and upskilling. In either case, the sample targeted should be

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5 See, for example, ILO Policy Brief on *Formulating a National Policy on Skills Development* (https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_167172.pdf) and *Taking a Whole of Government Approach to Skills Development*, ILO and UNESCO 2018 (https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_647362.pdf).

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stratified or divided into sub-groups to ensure that sufficient respondent employers are solicited from all parts of the sectors by activity and firm size, and from all important subgroups within the groups of workers targeted. An allowance should be included to compensate for non-responses or poor quality responses. The other component is made up of consultations with key responsible organizations, policy makers, stakeholder organizations and where relevant development partners. Identifying the right respondents both for the survey component and for consultations is crucial for the technical quality, credibility and policy visibility of the Rapid Assessment.

4. **Carrying out the survey:** The Rapid Assessment aims to identify the major issues quickly. The model questionnaires[6] (Annexes 1 and 2) provided with these guidelines should be disseminated quickly to each population to be targeted, in terms of employer enterprises in targeted sectors or individual workers in targeted groups. Online survey approaches based on disseminating links to the survey with follow-up calls are advised to obtain responses rapidly and safely in the context of the pandemic. Where the intent is to report on multiple distinct sectors or on multiple distinct groups of individuals, an adequate number of good quality responses should be obtained from each sector or group, with a check that each stratum of the sector or each subgroup of individuals is sufficiently well represented both in terms of dissemination and responses received. Questionnaires can be disseminated through multiple channels. Targeted communications with specific organizations and individual workers and targeted use of social media are likely to be significant mechanisms. Additional approaches can include: links in communications and newsletters circulated to the target sector or group of workers; posts targeted to relevant professional discussion forums; or dissemination through partner organizations with front line relationships with companies and individuals, such as employers' organizations, workers' organizations and the public employment service. Individually targeted communications will need assistance from bodies that have front line contact with relevant employer firms and individual workers. Individually targeted communications may often best be made through the partner body that has a relationship with the firm or individual. The sample should be designed to be qualitatively representative of the population in the best judgment of the researchers and of the body overseeing the Rapid Assessment[7]. The survey methods and targeting criteria selected should be designed to achieve this. It is important to understand that the approaches to administering the survey described here will not reach the full population of potential respondents equally, that different subgroups reached are likely to respond at different rates, and that there will be some self-selection among respondents, meaning that the survey returns are not statistically representative of the population. Unless additional measures are taken to ensure that the sample is representative statistically, the survey outputs should be understood and presented as being qualitative in character. Annex 4 provides additional technical guidance on undertaking and analysing the surveys.

5. **Carrying out consultations/in-depth interviews with resource persons and decision makers:** An interview plan should be prepared ahead of each consultation to clarify the minimum list of topics to be covered, based on the guidance provided later in these guidelines (Annex 3). There should be a check that all key organizations have been consulted, that the consultation is with suitably well-informed people agreed at a suitably senior level, and that each consultation has at minimum covered the planned topics.

6. **Pulling together the Rapid Assessment:** It is necessary for the technical team to spend time pulling together an analysis based on the information gathered, to ensure that it accurately identifies the key skills development priorities for each target sector and group of individuals that require a response in order to operate effectively while the pandemic continues and to recover and thrive as the COVID-19 threat either ends or becomes a normal part of life. The secretariat should work with the technical team to review an initial outline of the analysis and identify issues that may need to be checked with stakeholders.

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7   In technical terms, this is purposive or judgmental sampling.

7. **Developing options and recommendations:** A Rapid Assessment for the COVID-19 pandemic should develop options for action and implementation that can be deployed rapidly, so that they start to operate within a period of weeks or months of implementation being agreed, and can be scaled up quickly. The options should distinguish between actions that institutions can undertake independently and initiatives that will need new resources or substantial cooperation. Given the urgency of action, the team should consider what could be achieved quickly by scaling up, delivering differently, adapting or repurposing existing provision. It may be possible to move faster by removing barriers to expanding and accessing existing provision, or by soliciting proposals from existing providers to meet the needs identified, and by resourcing and facilitating the best proposals. The team should give particular consideration to digital and blended approaches to learning that limit the need for close in-person contact using technologies that are accessible to the target population, and that may be more scalable than classroom learning.

> Perfection is the enemy of the good when it comes to emergency management. Speed trumps perfection.
>
> **Mike Ryan,** Executive Director WHO Health Emergencies Programme, speaking on the public health response to the COVID-19 pandemic.

8. **Report on Rapid Assessment:** The report should aim to reach conclusions about: **(1) priority areas for action on reskilling and upskilling, (2) options for addressing these priority areas urgently,** and **(3) contingent on institutional considerations, to make a limited number of concrete recommendations**. There should be a short analysis that draws on survey findings, on qualitative and quantitative information emerging from consultations, and on a situation analysis and synthesis based on these that links directly to the conclusions. The aim is to produce a compelling document quickly, not to produce an extended and thorough report. When reporting on responses to survey questions, only those most important to underpinning the conclusions need to be included in the main body of the report; others can be placed in an annex or supporting document.

9. **Validation and reporting on the Rapid Assessment:** The findings of the Rapid Assessment should be quickly put through a validation process by quality checks and discussions with relevant stakeholders. Those involved in the governance arrangements for the work should play a key role in reviewing and advising on the analysis, conclusions, and options/recommendations themselves, and in identifying other key stakeholders to be consulted, with support from the secretariat and the technical team.

10. **Mobilizing implementation of conclusions:** The steering committee or other national body national body responsible and other key stakeholders collaborating in the Rapid Assessment should collaborate to mobilize implementation rapidly. The main components of this could be:

    a. Preparation and presentation of a plan for approval by government or by key collaborating ministries in the context of the COVID-19 response and of any stimulus package.

    b. Preparation and dissemination of advice for providers of education and training on how they can adapt their offerings for businesses and individuals in order to meet the skills needs of key sectors and individuals, and on the supports available to support them in doing this, whether financial, regulatory or procedural.

    c. Advice to the public employment service on priorities and mechanisms for action on reskilling and upskilling workers in the context of COVID-19, especially for: the key groups of individuals needing training, reskilling and upskilling; the sectors in which COVID-19 has a significantly negative impact on employment; and the priority sectors or groups of individuals for each area of assessment.

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d.   Preparation and dissemination to development partners of information on priority interventions they could support, and on ways they could adapt existing interventions, in order to help meet reskilling and upskilling needs associated with the COVID-19 pandemic.

11. **Achieving an integrated process of Rapid Assessments in the context of the COVID-19:** This guideline document is one of a number of ILO guidelines for COVID-19 Rapid Assessments (RAs). Other ILO RAs, whose implementation may incur overlaps in the context analysis or in surveys among employers and workers include:

a.   COVID-19: Guidance for labour statistics data collection: Capturing impacts on employment and unpaid work using Rapid Surveys[8]

b.   Technical Brief: Rapid Diagnostics for Assessing the Country Level Impact of COVID-19 on the Economy and Labour Market: Guidelines[9]

c.   Rapid Assessment of the impact of COVID-19 on enterprises and workers in the informal economy in developing and emerging countries: Guidelines[10]

d.   Jobs for Peace and Resilience (JPR): A response to COVID-19 in fragile contexts: Key recommendations from the JPR Task Team[11]

All of these provide guidance on topics that intersect with the subject matter of these Guidelines on a Rapid Assessment on reskilling and upskilling needs in response to the COVID-19 crisis. In order to avoid unnecessary duplication and the potential survey fatigue among respondents in countries where other RAs are implemented along with the one on reskilling/upskilling needs, it would be important, as much as possible, to integrate the process, the questionnaires and the context analysis. Such synergy will provide useful resources and enhanced information for the technical team.

▶ Scope of Rapid Assessment: Selecting sectors and categories of individual

When deciding on the scope of the Rapid Assessment, it is necessary to strike a balance between focusing narrowly on the highest priority areas for a fast and sharp assessment that only shows part of the picture, and focusing widely on all areas significantly affected, using more resources, and possibly taking longer, and possibly including areas that are not of highest priority.

A first step is to draw up lists of possible sectors and groups of individuals to be the focus of the work under the following three headings.

1. Sectors in which COVID-19 has a significantly negative impact on employment.

2. Sectors and occupations in which COVID-19 increases demand for skills or is likely to drive structural change in the sector changing the set of skills demanded.

3. Groups of individuals needing training, reskilling and upskilling.

Exactly which sectors and groups go into these lists will vary from country to country.

The first list should focus on sectors that have been affected most by the pandemic already, and on those that are most at risk for the future. Sectors most dependent on close interpersonal contact (such as restaurants) and those dependent on value chains most disrupted by the pandemic are likely to be included, but the team may include others too. Sectors can be based on the International Standard for Industrial Classification (ISIC) or on groupings of industries in common use in the country. They can be

8   https://ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/publication/wcms_745658.pdf

9   https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_743644.pdf

10 https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---travail/documents/publication/wcms_743032.pdf

11 https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/instructionalmaterial/wcms_742182.pdf

defined at whatever level of aggregation seems most suitable. It is suggested that the analysis of sectors currently most affected published in the ILO Monitor be taken as a starting point for the analysis.[12] It can be adjusted based on national circumstances, and also taking account of change over time in how the pandemic has affected, and is expected to affect, different sectors. The Social Distancing Index produced by Cedefop may also be helpful in identifying priority sectors[13].

The second list should focus on sectors in which demand for specific skills has increased substantially arising from the pandemic, even if total employment in the sector does not follow the same trend. It should also focus on sectors, subsectors or product/service areas in which prospects for the future have been enhanced by the pandemic, where the pandemic has opened up significant opportunities for growth, or where there is a high prospect for structural change that might impact on skills needs. For example, some sectors may accelerate the adoption of certain types of technology in response to COVID-19, perhaps to build resilience, or as a result of change in consumers' tastes or consumption behaviour (e.g. a shift towards online purchasing). This could drive a rapid and sustained change in the set of skills businesses may demand. It is important that this process be informed by employers and industry organizations, and by line ministries including the enterprise (including FDI), labour and trade ministries.

The third list should focus on groups of individuals that especially need training, reskilling and upskilling in the context of the pandemic. As noted earlier, some groups to think about when making the list include: people in precarious employment whose jobs are likely to be at risk, especially those with weak employment relationships or contractual arrangements; young people entering the labour force who have difficulty finding employment in a labour market well supplied with young experienced workers; newly unemployed low skilled workers of all ages from services or manufacturing industries; newly unemployed workers with medium or high level skills that do not closely match the needs of recovering industries; older workers who are newly unemployed; and informal economy workers facing diminished income-generating opportunities. As noted, they may also include groups frequently disadvantaged in the labour market such as women, minority communities, migrants, people with disabilities and workers who were already long term unemployed or precariously employed before the pandemic.

Suggested criteria to use in prioritising within each of these lists are shown in the template below. It is suggested that the sectors and groups of individuals listed be scored against each criterion using the template, and then sorted into a rank order. Once the three rank order lists have been prepared, setting out the priorities, a decision can be made about relative priorities between the three categories and how many of each will be covered by the Rapid Assessment. Each additional sector or group of individuals adds more questionnaire responses to the total needed. While some ministries and stakeholder organizations will be able to make inputs across multiple sectors and groups, adding a sector or group will usually result in at least a small increase in the number of consultations needed.

12 ILO Monitor: COVID-19 and the world of work. Second edition, 7 April 2020. The current impact of COVID on economic output of the most highly aggregated ISIC sector categories is identified as follows: **High** – Wholesale and retail trade, repair of motor vehicles and motorcycles; Manufacturing; Real estate, business and administrative activities, and Accommodation and food services; **Medium-high** - Transport, storage and communication; Arts, entertainment and recreation and other services; **Medium** – Mining and quarrying; Financial and insurance activities; Construction; **Low-medium** – Agriculture, forestry and fishing; and **Low** – Utilities; Public administration and defence; Human health and social work activities; and Education.
13 https://www.cedefop.europa.eu/en/news-and-press/news/cedefop-creates-cov19r-social-distancing-risk-index-which-eu-jobs-are-more-risk

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	Target sector				
	1	2	3	4	5
Sectors in which COVID-19 has a significantly negative impact on employment					
• Size of sector in terms of output and employment					
• Percentage fall in employment and percentage increase in underemployment from start of COVID-19 crisis to date					
• Likely impact of social distancing and consumer caution in slowing speed and completeness of recovery in the sector's domestic market					
• Apparent need for reskilling for businesses to operate safely while COVID-19 remains a threat					
• Likely impact of slow reopening of export destination countries on speed and completeness of recovery in the sector's exports					
• Risk of sustained reduction in size of addressable market due to changed consumer preferences and business practices					
• Risk of sustained loss of exports and employment as global and regional value chains are re-configured					
• Risk of business failures slowing or halting recovery					
• Apparent scope for skills to help businesses to adjust to the changed environment and meet changed customer needs					
• Potential to promote inclusion					

	Target sector				
	1	2	3	4	5
Sectors and occupations in which COVID-19 increases demand for skills or is likely to drive structural change in the sector changing the set of skills demanded					
• Substantial need for more trained workers in an occupation or sector to respond to COVID-19 crisis					
• Substantial need for more trained workers in an occupation or sector to produce goods or services needed nationally or internationally to respond to the crisis					
• Potential for incremental growth in sales in a well- established sector arising from market changes resulting from the COVID-19 pandemic					
• Potential for sector to diversify into new products or services that will be in demand as a consequence of the COVID-19 pandemic					
• Potential for reconfiguration of global or regional value chains to generate more exports and more employment, either though selling more or through attracting FDI					
• Apparent scope for more or better skills to help businesses change or innovate to take advantage of market opportunities driven by the pandemic, and to generate decent employment					
• Potential to promote inclusion					

	Target group				
	1	2	3	4	5
Groups of individuals needing training, reskilling and upskilling					
• Which groups are affected most by the crisis? (Consider statistics or estimates on absolute and percentage increase in number of individuals in target group since start of crisis.)					
• For which groups could an intervention make the biggest difference? (Will most individuals in a group get work anyway as the economy recovers or fail to get work even with an intervention?)					
• Are there existing effective strategies for the target group or for similar target groups that could be scaled up or applied to the group?					
• Are there innovative strategies that could be applied to the target group? Perhaps these might use mobile technologies to develop basic IT skills or by using distance or blended learning for those who already have IT and literacy skills and with access to smartphones or other IT devices.					
• What groups could safely be reached by interventions during the crisis?					
• For which groups is the risk of career scarring from being out of employment most severe?					
• Are there groups of individuals who need new skills to mitigate the crisis? For example, workers moving to smallholder or subsistence agriculture may not have the agronomy skills needed.					

▶ Practicalities of undertaking a Rapid Assessment under COVID-19 conditions

Under conditions where COVID-19 remains a threat, it is important that the work is carried out safely. The minimum baseline is compliance with national guidance and with regulations on workplace safety and health. It is also important in planning the work to look beyond the minimum requirements of national guidance and regulations to ensure that work on the Rapid Assessment does not create avoidable COVID-19 transmission hazards. In normal times, an exercise such as the Rapid Assessment could involve considerable close indoor in-person contact in the form of in-person survey interviews, consultation meetings with key stakeholders and other informants, meetings of a steering group, and meetings within and between the technical team and the secretariat. Crucially, this contact would mostly be between people who would not otherwise meet in-person. In the context of the pandemic, a business-as-usual approach to undertaking the Rapid Assessment could create a significant network of close contacts around industry, government, providers of education and training and the technical team, through which infection could potentially spread.

For this reason, the methods proposed by this guidance note are designed for low risk.

1. The questionnaire survey instruments are designed to be completed online. If the technical team need to speak with a respondent, this should be by telephone/cell/mobile or via an online calling solution commonly used in the country. Reasons to get in contact may be to encourage a respondent to complete and submit the questionnaire, to go through the questionnaire with the respondent, or to follow up afterwards for clarifications or supplementary questions. Effective monitoring of responses is important, and follow-up calls are likely to be necessary on targeted communications to obtain an adequate number of responses for all strata of all target sectors and groups of individuals.

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2. Consultation interviews with individuals should also be undertaken by telephone/cell/mobile or by an online calling solution (such as zoom, webex, skype or google meet platforms).

3. Meetings of a steering group can be conducted via a video-calling solution popular in the country. Materials for the meetings can be shared electronically in advance, and follow-up consultations can be done by telephone/cell/mobile and electronically.

4. The work of the technical team and secretariat can be done remotely. It can include some socially distanced in-person meetings subject to compliance with guidance issued by their workplaces, and compliance with national guidelines and regulations.

This guideline document is designed to take account of the constraints imposed by the COVID-19 pandemic. It is not intended to be used under less restrictive circumstances.

▶ Thinking about the future

Although recovery in employment will be constrained by the level of capacity at which businesses are permitted by safety and health regulations to operate, it will also be constrained by market demand. The sharp reduction in economic activity seen across the globe means most consumers have less to spend, and very many businesses are in financial difficulties prompting them to cut back hard on inventory and investment. It is likely that demand will eventually come back as the effects of the pandemic ease, supported by fiscal stimulus from the governments of industrialized countries. However, there are widely divergent estimates as to how long this will take, and its effects will be uneven across sectors.

While the pandemic is still active, the service sectors most likely to be constrained by safety and health regulations are also ones whose customers are likely to be nervous about returning, either domestically or as international tourists. In combination with the regulatory constraints, this makes it probable that employment in these sectors will be slower to recover than in the economy as a whole. To the extent that retail demand continues to be reduced, sectors in the value chains that supply retailers will also continue to be affected.

How the world eventually exits from the pandemic crisis will have an impact on the shape of the recovery. If the virus ceases to be a problem, perhaps because effective vaccines produce sustained immunity, then economic activity may return to something like what is perceived as normal. If the virus continues to be a problem, perhaps recurring in waves over a long period, then it may create a new normal, discouraging travel and tourism, limiting recovery in the market for services involving close contact with others, sustaining demand for products and services to cope with the disease, and driving innovation and market growth in products and services for a world with physically distanced personal contacts.

Whichever exit from the pandemic we see, however, there will be changes that affect employment and skills needs. It is likely that the shock caused by the pandemic will accelerate changes already underway, such as increased use of online meetings or the changes in value chain strategies that were already reshaping trade patterns before the crisis. Businesses that were already under stress may lose customers permanently or even close, while those with market advantages may emerge from the pandemic stronger than before. Scaled up to sector level, these developments may result in a persistent loss of employment in some sectors and countries, accompanied by a gain in employment elsewhere.

Some changes in working practices are likely to persist, with implications for skills needs. For example, the major shift to IT-enabled remote working and distance learning seen in many sectors and countries seems likely to drive lasting change even when it is safe for all workers and students to return.

The pandemic is likely to have an impact on the shape of global value chains, affecting where in the world some raw materials, intermediate goods and final products are made, and from where some services are delivered. Value chain lead businesses that shape these decisions will draw lessons from disruption to their supplies and markets caused by the pandemic, and over time they will adjust where they locate production to balance robustness, flexibility and cost effectiveness in their supply chains. Governments concerned with secure supplies of vital goods and services may also have an influence.

COVID-19 has also accelerated change in education and training systems, for example in promoting the use of technology and online learning approaches as found by an ILO-UNESCO survey on Technical and Vocational Education and Training (TVET) and Skills Development during the time of COVID-19.[14] It is too early to be sure what the longer-term impact of this may be. However, for example it may facilitate TVET providers in providing continuing education and training to workers who cannot conveniently attend at an institution in person, and it may accelerate the integration of online learning resources developed by others into TVET provision.

▶ Possible targets for skills development

The surveys, consultations and inputs from key organizations should yield insights into opportunities to help develop growth industries and occupations, into the contribution that skills can make to alleviating the challenges faced by sectors most adversely affected by the pandemic, and into the skills that can most benefit the priority groups of individuals needing training, reskilling and upskilling. They should also yield insights into the most promising types of skills development intervention to deliver these skills in the context of the pandemic.

The skills priorities identified are likely to fit into the following categories.

1. S**pecific technical skills** needed by growth sectors to help them grow, by sectors in difficulty to help them adjust to the challenges created by the pandemic, and by sectors undergoing structural change to adjust to the new profile of skills needed;

2. **Technical skills** that are in demand globally and **transferable** across many sectors and occupations, which could be targeted by initiatives to reskilling and upskill groups of individuals affected adversely by the pandemic, and which could help workers from sectors in difficulty to find employment elsewhere; and

3. **Core employability skills**, such as critical thinking, communication, **foundation skills** of literacy and numeracy, and **resilience skills** such as stress resistance, work-life balance, digital detox, time management, flexibility and adaptability, which are useful across all sectors and occupations.

Any skills development intervention responding to the COVID-19 crisis might potentially target skills in more than one of these categories. Any intervention could include an Occupational Safety and Health (OSH) component, focused both on OSH for any specific sectors and occupations targeted and on protecting workers from COVID-19 infection.

Technical skills increasingly transferable across occupations and sectors include: digital skills; administrative, customer relations and related skills; people management skills; skills for green jobs and environmental sustainability; and language skills. In many countries and sectors, the pandemic seems to be especially driving growth in demand for the digital skills needed to work remotely, to use online services, and to connect with suppliers and markets through online channels. Workers in any occupation and sector are more employable if core employability skills are strengthened, in areas such as team working, communication skills and problem solving. Foundation skills of literacy and numeracy, including environmental and digital literacy, are required for almost all jobs in industrialized countries, and developing countries are trending in the same direction.

Even in the sectors and groups of individuals most adversely affected by the pandemic, many workers will be able to return to a job similar to what they had before as economic activity recovers, and their employment resilience and career prospects may still benefit from reskilling and upskilling in these transferable skills. Those that cannot are more likely to be able to find alternative work if they are trained in technical skills that are in short supply for specific sectors and occupations, or if they can combine the skills they already have with technical skills transferable between occupations and sectors, such as those listed above, or other skills identified through the survey and consultations.

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14 https://www.ilo.org/skills/Whatsnew/WCMS_742817/lang--en/index.htm

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▶ How to put everything together analytically

There will be three main sources of information to draw together: the survey; consultation interviews; and both advice and readings from the steering committee or partner organizations.

The main steps to address in pulling everything together are as follows.

1. How has the pandemic impacted on each target sector and group of individuals targeted, in terms of their operations, their market and their supply chain, and what impact has that had on employment and underemployment?

2. What is the likely impact of the pandemic on each target sector and group of individuals while the crisis continues, again in terms of their operations, their market and their supply chain, and what impact has that had on employment and underemployment?

3. What is the likely longer-term impact of the pandemic on each target sector and group of individuals once the crisis ends, taking account of scenarios under which COVID-19 either continues to be a threat or ceases to be an issue?

4. Overall, what sort of public policy, sector development strategies, active labour market policies and business strategies are needed to achieve the best feasible outcome for employment in the target sectors, and for getting target groups of individuals into employment? How can they best fit with policies, measures and strategies already designed, or already under development, to respond the crisis?

5. What contribution can skills development make, and what skills are needed for key occupations in each target sector and for each group of individuals?

6. What options are there to deliver skills development initiatives to meet these skills needs that can be delivered quickly and at a meaningful scale? (Refer to the advice earlier on developing options and recommendations).

7. What recommendations can be made? (Again, refer to the advice earlier on developing options and recommendations.)

4.

Expected outputs

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Expected outputs

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The main direct output of the Rapid Assessment is a report, which will cover all of the sectors and groups of individuals targeted. The main report should be short and succinct (10 to 20 pages), both so that it can be completed and validated rapidly and so that it is accessible to policy makers. An annex or supplement can be provided to report on the survey analysis and other information gathered for each sector and group of individuals.

It is suggested that the report should follow the following template.

1. Executive summary – Short summary of main conclusions, focused on options for action or recommendations, with a short supporting analysis

2. Situation analysis and outlook for the target sectors and groups of individuals

3. What can be done to enable each target employer sector and each group of individual workers to operate effectively while the pandemic continues, to take advantage of opportunities, to speed and maximise recovery, and to build capabilities and market position for future growth

    a. Operating effectively while pandemic continues

    b. Taking advantage of opportunities during the time of the pandemic

        i. Employer firms

        ii. Individual workers (unemployed in target categories or employed)

    c. Speeding and maximizing recovery

        i. Employer firms

        ii. Individual workers (unemployed in target categories or employed)

    d. Building for the future

        i. Employer firms

        ii. Individual workers (unemployed in target categories or employed)

4. How skills development can contribute

    a. Skills development for safe operation of firms during pandemic

    b. Skills development for recovery

    c. Skills development for opportunities presented by pandemic and for changes in industry structure resulting from the pandemic

    d. Skills development for employability of workers affected adversely by pandemic

5. Recommendations or options for action

6. Annex on survey

The report should include a foreword, acknowledgements, contents page and references, as usual.

5.

Annexes.
Main data
collection tools

The main data collection tools are as follows:

▶ Questionnaire for employers (firms) in sectors in which COVID-19 has a significantly negative impact on employment and for sectors and occupations in which COVID-19 increases demand for skills.
(see Annex 1)

▶ Questionnaire for groups of individuals needing training, reskilling and upskilling.
(see Annex 2)

▶ Guidelines for consultations/in-depth interviews with resource persons and decision makers.
(see Annex 3)

Additional advice on the analysis of the surveys is as follows:

▶ Guidelines for the Analysis of the Rapid Assessment Surveys/Questionnaires
(see Annex 4)

Annex 1.
Questionnaire for employers

▶ Employer skill needs survey in responding to COVID-19

The International Labour Organisation (ILO) is conducting a survey of employers to identify the impact of the current COVID-19 crisis on employment and skills. The results will be used to identify the way in which employers and employees have been affected to date by the crisis and in doing so inform policy making.

It is important that the views of employers are known so that policy makers can take steps to ensure that the country has the skills it needs to get through the crisis and, importantly, recover from it. This short questionnaire will take you about 10 minutes to 15 minutes complete. It is important that you do so in order that a wide cross-section of views is obtained and that your voice is heard.

Please answer each question and press [RETURN] at the end to submit your answers.

If you require any further information about the survey please contact [INCLUDE CONTACT POINT].

All information collected will be treated in the strictest confidence and the anonymity of you and your organisation is guaranteed.

Data confidentiality and security

This survey is being conducted on behalf of the International Labour Organization (ILO). The ILO will be provided with the data from the survey. It will follow strict ethical and legal practice and all information about you will be handled in confidence. All data you provide will be anonymised and will be stored securely in accordance with the ILO's policy on data security. Your participation in the survey is voluntary. By continuing to complete the survey you agree to your data being shared with the ILO.

A.   THE ORGANISATION YOU WORK FOR

The first few questions ask about you and the establishment for which you work. By establishment is meant the workplace where you usually work.

A.1   What is the name of the organisation you work for?

_____

A.2   What is your job role?

☐   1.   Owner / proprietor

☐   2.   Human resource / training / personnel manager or director

☐   3.   Other manager or director

☐   4.   Other (please specify) _____

A.3   How would you describe the organisation you work for?

☐   1.   Private company

☐   2.   Co-operative

☐   3.   Not for profit organisation

☐   4.   National or local government organisation

☐   5.   Other (please specify) _____

A.4   What is the main business of the establishment you work for?

[PLEASE TICK ONE BOX ONLY]

☐   Agriculture, forestry and fishing

☐   Mining and quarrying

☐   Manufacturing

☐   Electricity, gas, steam and air conditioning supply

☐   Water supply; sewerage, waste management and remediation activities

☐   Construction

☐   Wholesale and retail trade including repair of motor vehicles and motorcycles

☐   Transportation and storage

☐   Accommodation and food service activities

☐   Information and communication

☐   Financial and insurance activities

☐   Real estate activities

☐   Professional, scientific and technical activities

☐   Administrative and support service activities

☐   Public administration and defence; compulsory social security

☐   Education

☐   Human health and social work activities

☐   Arts, entertainment and recreation

☐   Other

A.5   Is the establishment where you work part of a larger organisation?

☐   1.   Only workplace in organisation

☐   2.   Part of a larger organisation with multiple places of work

☐   3.   Don't know

A.6 [IF PART OF A LARGER ORGANISATION @ A.5] **How many people work for that larger organisation in this country?**

- ☐ 1. Less than 10
- ☐ 2. 10-24
- ☐ 3. 25-99
- ☐ 4. 100-249
- ☐ 5. 250-499
- ☐ 6. 500 or more
- ☐ 7. Don't know

A.7 [IF COMPANY OR CO-OPERATIVE @ A.3] **At the end of 2019, what were the main markets for the goods and services your establishment produces?**

[TICK ALL THAT APPLY]

- ☐ 1. Local / regional (sub-national regional)
- ☐ 2. National
- ☐ 3. International
- ☐ 4. Don't know

A.8 [IF COMPANY OR CO-OPERATIVE @ QA.3] **At the end of 2019, approximately what percentage of the goods and services your establishment produced was exported? If you are not sure, please give your best estimate.**

- ☐ 1. 0 per cent
- ☐ 2. 1 to 24 per cent
- ☐ 3. 25 – 49 per cent
- ☐ 4. 50 – 74 per cent
- ☐ 5. 75 per cent or more
- ☐ 6. Don't know

A.9 **Thinking about the three years up to the end of 2019, what best describes the situation in the establishment you work for?**

[PLEASE TICK ALL THAT APPLY]

- ☐ 1. The business had been expanding into new markets
- ☐ 2. The business had been expanding within its existing markets
- ☐ 3. There was not much change
- ☐ 4. The business had been contracting
- ☐ 5. Don't know

A.10 In the three years up to 2019, has this establishment engaged in any of the following?

[PLEASE TICK ALL THAT APPLY]

- ☐ 1. Goods innovations: new or significantly improved goods
- ☐ 2. Service innovations: new or significantly improved services
- ☐ 3. Production innovations: new processes you use to produce your goods and services
- ☐ 4. Improvements in the efficiency with which good and services are produced
- ☐ 5. None of the above

B: EMPLOYMENT

The following questions ask about employment in the establishment you work for.

B.1 How many people are currently employed in establishment where you work? If you are not sure, please provide your best estimate.

_____

[IF ANSWER TO B1 NOT SUPPLIED] **If you are not sure about the number of people employed, would you it is ...**

- ☐ 1. Less than 10
- ☐ 2. 10-24
- ☐ 3. 25-99
- ☐ 4. 100-249
- ☐ 5. 250-499
- ☐ 6. 500 or more
- ☐ 7. Don't know

B.2 Since the end of 2019, has employment...

- ☐ 1. Increased
- ☐ 2. Stayed the same
- ☐ 3. Decreased
- ☐ 4. Don't know

B.3 [IF INCREASED OR DECREASED @ B.2] At the end of 2019, how many people were employed in establishment where you work? If you are not sure, please provide your best estimate.

_____

[IF DON'T KNOW] If you are not sure about the number of people employed, would you say it was ...

- ☐ 1. Less than 10
- ☐ 2. 10-24
- ☐ 3. 25-99
- ☐ 4. 100-249
- ☐ 5. 250-499
- ☐ 6. 500 or more
- ☐ 7. Don't know

B.4 Thinking about the jobs people do in the establishment where you work, what percentage are employed in the following types of job? If you are unsure, please give your best estimate.

	At the end of 2019	Currently
Managers, professionals, and associate professionals / technicians (such as senior managers, scientists, engineers, IT technicians, etc.)	_____ %	_____ %
Clerical, services and sales workers (such as clerks, sales staff, personal service workers)	_____ %	_____ %
Skilled manual workers and operators (such as carpenters, electricians, machine operators, assemblers, etc.)	_____ %	_____ %
Relatively unskilled elementary jobs (such as labourers, cleaners, etc.)	_____ %	_____ %
	100%	100%

B.5 Would you say that your establishment is currently working…

☐ 1. Well above capacity

☐ 2. At capacity

☐ 3. Below capacity

☐ 4. Well below capacity

☐ 5. Don't know

B.6 [IF EMPLOYMENT INCREASED OR DECREASED @ B2] **Since the end of 2019, have the changes in the number of people employed in the establishment where you work been the result of…**

☐ 1. The current health crisis / COVID-19

☐ 2. Other reasons

☐ 3. Both COVID-19 and other reasons

☐ 4. Don't know

B.7 Of those who remain in employment, approximately what percentage are currently…?

☐ 1. Working remotely   _____ %

☐ 2. Are working reduced hours   _____ %

☐ 3. Are being paid at least in part but are not working   _____ %

☐ 4. Have been temporarily laid-off and not being paid   _____ %

☐ 5. Working as usual   _____ %

C. EMPLOYMENT CHANGES WITHIN YOUR ORGANISATION

The following questions ask you about how employment has changed since the start of the COVID-19 health crisis in the establishment where you usually work.

C.1 [ASK ALL] **Since the end of 2019, have there been jobs where you have reduced the number of people working in certain jobs since the start of the COVID-19 crisis?**

☐ 1. Yes   CONTINUE

☐ 2. No   GO TO C.4

☐ 3. Don't know

C.2 In which jobs has the decrease in employment been most significant?

☐ Job 1 _____

☐ Job 2 _____

☐ Job 3 _____

☐ Job 4 _____

☐ Job 5 _____

☐ Job 6 _____

C.3 Thinking about the jobs where you no longer need as many people to work in them, how many people overall have lost their jobs? Please provide your best estimate if you do not know the exact number.

_____

C.4   What has been the main reason for reducing the number of people working in various jobs?
[PLEASE TICK ALL THAT APPLY]

☐   1.   Drop in demand for goods or services

☐   2.   Social distancing / health and safety means not as many people can work

☐   3.   Problems sourcing materials for the goods we produce

☐   4.   Difficulties reaching customers and clients due to COVID-19

☐   5.   Government requested closure of organisation or parts of it due to COVID-19

☐   6.   Cash flow problems meant could not keep workers employed

☐   7.   Other (please specify) _____

☐   8.   Don't know

C.5   When the recovery begins, will you need to increase the numbers of people employed in those jobs where employment has been reduced as a result of COVID-19?

☐   1.   Yes   CONTINUE

☐   2.   No   GO TO SECTION D

☐   3.   Don't know

C.6   How will you fill these jobs?

☐   1.   Recruit fully skilled workers

☐   2.   Recruit staff who will need to be trained to do job

☐   3.   Use staff temporarily laid off to fill these jobs

☐   4.   Use agency workers

☐   5.   Other (please specify) _____

☐   6.   Don't know

C.7   [IF RECRUITING AT C.6] In which jobs will you be recruiting?

☐   Job 1 _____

☐   Job 2 _____

☐   Job 3 _____

☐   Job 4 _____

☐   Job 5 _____

☐   Job 6 _____

C.8   What are the key skills and qualities you will be looking for from people to fill these jobs?
[PLEASE TICK WHAT YOU CONSIDER TO BE THE FIVE MOST IMPORTANT SKILLS]

☐   Technical skills required by your organisation

☐   Problem solving

☐   Team working

☐   Communications

☐   Literacy skills

☐   Basic numerical skills and understanding

☐   Agility / flexibility

☐   Computer literacy / basic IT skills

☐   Advanced or specialist IT skills

☐   More complex numerical or statistical skills and understanding

☐   Adapting to new equipment or materials

☐   Knowledge of products and services offered by your organisation and organisations like yours

☐   Knowledge of how your organisation works

☐   Other (please specify) _____

C.9 Thinking about the jobs you will recruit to, which jobs will it be difficult to fill?

☐ Job 1 _____

☐ Job 2 _____

☐ Job 3 _____

☐ Job 4 _____

☐ Job 5 _____

☐ Job 6 _____

C.10 In general, why will it be difficult to recruit people to these jobs?

[PLEASE TICK ALL BOXES THAT APPLY]

☐ 1. These are skills which are in high demand by other companies in the same industry as yours

☐ 2. These are skills which are in high demand by organisations in other industries

☐ 3. These are specialised skills which are in short-supply

☐ 4. People will not want to return to these jobs

☐ 5. These jobs were filled by migrants who have returned to their country of origin and cannot return

☐ 6. Other (please specify) _____

☐ 7. Don't know

C.11 What would be the impact of not being able to fill these jobs?

[PLEASE TICK ALL BOXES THAT APPLY]

☐ 1. Delays putting into practice COVID-19 health and safety policies

☐ 2. Lost orders

☐ 3. Reduced levels of customer service

☐ 4. Delays meeting customer demands

☐ 5. Delays putting into place digital responses to COVID-19

☐ 6. Increased workloads for others

☐ 7. Harms productivity

☐ 8. Slows innovation

☐ 9. Other (please specify) _____

D. JOB GAINS

The following questions ask about jobs where the number of people might have increased in the establishment where you work since the COVID-19 crisis started.

D.1 Since the COVID-19 crisis have there been any jobs where you have increased the number of people employed?

☐ 1. Yes   CONTINUE

☐ 2. No   GO TO SECTION E

☐ 3. Don't know

D.2 Can you please list which jobs have a seen an increase in the number of people working in them?

☐ Job 1 _____

☐ Job 2 _____

☐ Job 3 _____

☐ Job 4 _____

☐ Job 5 _____

☐ Job 6 _____

D.3   What has been the reason for taking people on into these jobs?

☐   1.   Increase in demand for goods and services due to COVID-19

☐   2.   Production of new goods and services due to COVID-19 (such as producing face masks, ventilators, sanitisers, etc.)

☐   3.   Need to deliver business online

☐   4.   Need to deliver goods and services direct to consumer

☐   5.   Additional workers required to implement social distancing and required health and safety measures (such as security guards)

☐   6.   Additional health and safety expertise required

☐   7.   Additional digital expertise required

☐   8.   Other (please specify) _____

☐   9.   Don't know

D.4   Overall, about how many people have been taken on in these jobs since the start of the COVID-19 crisis? Please provide your best estimate if you do not know the exact number.

_____

D.5   How did you find people to work in these jobs?

☐   1.   Transferred staff from other parts of the organisation / reassigned existing workers to different roles

☐   2.   Recruited temporary workers from the labour market?

☐   3.   Recruited permanent workers from the labour market

☐   4.   Don't know

D.6   [IF RECRUITED FROM LABOUR MARKET @ D.5] When you recruited people did you…

☐   1.   Recruit people who were fully trained and work-ready

☐   2.   Recruited experienced workers but who needed to be trained to fill the job

☐   3.   Recruited trainees / apprentices

☐   4.   Other (please specify) _____

D.7   [IF RECRUITED FROM LABOUR MARKET @ D.5] Where you recruited people, were any of the vacancies hard-to-fill?

[PLEASE LIST JOB TITLES]

☐   Job 1 _____

☐   Job 2 _____

☐   Job 3 _____

☐   Job 4 _____

☐   Job 5 _____

☐   Job 6 _____

D.8   What were the reasons for the vacancies being hard-to-fill?

[TICK ALL THAT APPLY]

☐   1.   Shortage of applicants with the skills, experience or qualifications required

☐   2.   Terms and conditions of employment

☐   3.   Location of employer

☐   4.   Everybody is looking for these workers at the moment

☐   5.   Other (please specify) _____

D.9 What has been the impact of it being difficult to fill these jobs?

[TICK ALL THAT APPLY]

☐ 1. Delays putting into practice COVID-19 health and safety policies

☐ 2. Lost orders

☐ 3. Reduced levels of customer service

☐ 4. Delays meeting customer demands

☐ 5. Delays putting into place digital responses to COVID-19

☐ 6. Increased workloads for others

☐ 7. Other (please specify) _____

D.10 [IF TRANSERRED EXISTING WORKERS AT D.5] **Did you need to provide training in order to transfer workers to the jobs which needed more people to work in them?**

☐ 1. Yes   CONTINUE

☐ 2. No   GO TO D.12

☐ 3. Don't know

D.11 How did you provide training?

[TICK ALL THAT APPLY]

☐ 1. Used external training organisations to deliver training

☐ 2. Delivered training internally

☐ 3. Delivered training online

☐ 4. Delivered training in person

☐ 5. Set up a technical help line for staff

☐ 6. Staff have provided advice and solutions to other staff as needed

☐ 7. Other (please specify) _____

D.12 What training did you need to provide?

[TICK ALL THAT APPLY]

☐ 1. Technical skills for the specific type of job

☐ 2. Digital skills

☐ 3. Administrative, customer relations and related skills

☐ 4. People management skills

☐ 5. Skills for green jobs and environmental sustainability

☐ 6. Language skills

☐ 7. Literacy skills

☐ 8. Numeracy skills

☐ 9. Other skills

D.13 Thinking about the jobs where the number of people has increased, how likely is it that after COVID-19 you will still need as many people to work in these jobs?

☐ 1. Very likely

☐ 2. Quite likely

☐ 3. No, not likely

☐ 4. Not at all likely

☐ 5. Don't know

D.14 Which of these jobs will not need as many people to work in them?

[PLEASE LIST JOB TITLES]

- ☐ Job 1 _____
- ☐ Job 2 _____
- ☐ Job 3 _____
- ☐ Job 4 _____
- ☐ Job 5 _____
- ☐ Job 6 _____

E. EXISTING EMPLOYEES

The following questions are about how existing workers at the establishment where you work and how they have had to adapt to the COVID-19 health crisis.

E.1 Generally speaking, how well prepared were employees to deal with the changes which affected how they have had to work during the current crisis?

- ☐ 1. Very well prepared
- ☐ 2. Quite well prepared
- ☐ 3. Not well prepared
- ☐ 4. Not at all prepared
- ☐ 5. Don't know

E.2 What have been the main areas where employees have had to improve their skills in order to do their jobs during the current crisis?

- ☐ 1. Health and safety awareness and knowledge related to COVID-19
- ☐ 2. Digital / ICT skills – mainly related to communication (e.g. using applications remotely)
- ☐ 3. Digital / ICT skills – mainly related to using new applications and programs
- ☐ 4. Being able to take on wider range of tasks than before
- ☐ 5. Other (please specify) _____

E.3 Have you provided training to your employees to deal with any new working arrangements?

- ☐ 1. Yes   CONTINUE
- ☐ 2. No   GO TO E.9
- ☐ 3. Don't know

E.4 What training did you need to provide?

- ☐ 1. Health and safety at work
- ☐ 2. Use of digital communication technologies using Zoom, Teams, Skype, WhatsApp, Google Meet and so on
- ☐ 3. Using digital technologies to maintain internet connections, accessing computer resource at your place of work, etc.
- ☐ 4. Managing a wider range of tasks than before COVID-19
- ☐ 5. Working in teams where not everyone can be in the place of work
- ☐ 6. Delivering goods and services to customers in new ways
- ☐ 7. Other (please specify) _____

E.5   How did you provide training?

[TICK ALL THAT APPLY]

- ☐   1.   Used external training organisations to deliver training
- ☐   2.   Delivered training internally
- ☐   3.   Delivered training online
- ☐   4.   Delivered training in person
- ☐   5.   Set up a technical help line for staff
- ☐   6.   Staff have provided advice and solutions to other staff as needed
- ☐   7.   Other (please specify) _____

E.6.   Generally speaking, how easy has it been to provide training to staff in order that they might work from home?

- ☐   1.   Very difficult
- ☐   2.   Quite difficult
- ☐   3.   Not difficult
- ☐   4.   Not at all difficult
- ☐   5.   Don't know

E.7   Did you experience any difficulties in providing training to existing employees?

- ☐   1.   Yes, because of shortage of training organisations still able to deliver skills training
- ☐   2.   Yes, because of shortage of people to train in digital skills
- ☐   3.   Yes, because of difficulties finding online training applications related to digital skills
- ☐   4.   Yes, because of shortages of people to train in health and safety
- ☐   5.   Yes, difficulties finding online training applications related to health and safety
- ☐   6.   No
- ☐   7.   Don't know

E.8   And are you continuing to experience difficulties providing training to existing employees?

- ☐   1.   Yes
- ☐   2.   No
- ☐   3.   Don't know

E.9   [IF NO @ E3] Why have you not provided training?

- ☐   1.   No need, workers fully skilled
- ☐   2.   No, because no training available
- ☐   3.   No, because cannot afford training
- ☐   4.   Other (please specify) _____
- ☐   5.   Don't know

E.10   [ASK ALL] Since the COVID-19 crisis started, have workers being working from home?

- ☐   1.   Yes, all of the time
- ☐   2.   Yes, some of the time
- ☐   3.   No
- ☐   4.   Don't know

E.11 Which workers have been working from home?

☐   1.   Managers, professionals, and associate professionals / technicians (such as senior managers, scientists, engineers, IT technicians, etc.)

☐   2.   Clerical, services and sales workers (such as clerks, sales staff, personal service workers)

☐   3.   Skilled manual workers and operators (such as carpenters, electricians, machine operators, assemblers, etc.)

☐   4.   Relatively unskilled elementary jobs (such as labourers, cleaners, etc.)

E.12 What are your main sources of information on COVID-19 and how businesses can respond?
[TICK ALL THAT APPLY]

☐   1.   Colleagues in the organisation you work for

☐   2.   Government

☐   3.   Trade unions

☐   4.   Sector organisations

☐   5.   Charities

☐   6.   International organisations such as the ILO

☐   7.   Other (please specify) _____

E.13 [ASK ALL] Has this establishment received any information from government or government agencies about how it needs to respond to COVID-19?

☐   1.   Yes

☐   2.   No

☐   3.   Don't know

E.14 [ASK ALL] Has this establishment received any financial assistance from government or government agencies to help it respond to COVID-19?

☐   1.   Yes

☐   2.   No

☐   3.   Don't know

E.15 [IF YES @ E.13 OR E.14] What information or assistance has it received?
[TICK ALL THAT APPLY]

☐   1.   Information about how to introduce social distancing in the workplace

☐   2.   Information regarding hand washing and maintaining hygiene standards

☐   3.   General information on COVID-19 / how to tell if someone has COVID-19

☐   4.   Assistance with paying your employees' wages

☐   5.   Assistance with paying rent

☐   6.   Provision of loans

☐   7.   Suspension of loan repayments

☐   8.   Postponement of tax payments

☐   9.   Other (please specify) _____

E.16 [ASK ALL] Has the support you have received from government been adequate?

☐   1.   Yes, very much so

☐   2.   Yes,

☐   3.   No

☐   4.   No, not all all

☐   5.   Don't know

E.17. [ASK ALL] **What further help do you require?**

☐   1. Information about how to introduce social distancing in the workplace

☐   2. Information regarding hand washing and maintaining hygiene standards

☐   3. General information on COVID-19 / how to tell if someone has COVID-19

☐   4. Assistance with paying your employees' wages

☐   5. Assistance with paying rent

☐   6. Loans to cover business expenses

☐   7. Suspension of loan repayments

☐   8. Other (please specify) _____

☐   9. None

F.   THE FUTURE

F.1   **Thinking about the next six months, do you expect employment to…**

☐   1. Increase to above pre-COVID 19 levels

☐   2. Return to pre COVID-19 levels

☐   3. Increase, but will be below Pre-COVID-19 level

☐   4. Decrease, a little

☐   5. Decrease a great deal

☐   6. Don't know

F.2   **And thinking about the next 12 months, do you expect employment to…**

☐   1. Increase to above pre-COVID 19 levels

☐   2. Return to pre COVID-19 levels

☐   3. Increase, but will be below Pre-COVID-19 level

☐   4. Decrease, a little

☐   5. Decrease a great deal

☐   6. Don't know

F.3   **In the next 12 months are there any COVID-19 related issues which might provide opportunities for this establishment?**

☐   1. Yes

☐   2. No

☐   3. Don't know

F.4   [IF YES @ F.3] **What are those opportunities?**

[PLEASE TICK ALL THAT APPLY]

☐   1. Production of health care related products (e.g. ventilators, face masks, ventilators, etc…)

☐   2. Production of goods which would usually be imported

☐   3. Distributing goods (e.g. home delivery services)

☐   4. Delivery of health related services (e.g. providing services to hospitals and clinics, track and trace services)

☐   5. Delivery of care services (e.g. looking after people in their homes)

☐   6. Provision of information on COVID-19

☐   7. Other (please specify) _____

F.5   **Will staff need to be trained to take advantage of these opportunities?**

- ☐   1.   Yes
- ☐   2.   No
- ☐   3.   Don't know

F.6   **What are the most important areas where people will need to be trained on in order to take advantage of these opportunities?**

- ☐   1.   Technical skills for the specific type of job
- ☐   2.   Digital skills
- ☐   3.   Administrative, customer relations and related skills
- ☐   4.   People management skills
- ☐   5.   Skills for green jobs and environmental sustainability
- ☐   6.   Language skills
- ☐   7.   Literacy skills
- ☐   8.   Numeracy skills
- ☐   9.   Other skills

F.7   **Will people need to be recruited to take advantage of these opportunities?**

- ☐   1.   Yes
- ☐   2.   No
- ☐   3.   Don't know

F.8   **Into what jobs will you be looking to recruit people?**

[PLEASE LIST JOB TITLES]

- ☐   Job 1 _____
- ☐   Job 2 _____
- ☐   Job 3 _____
- ☐   Job 4 _____
- ☐   Job 5 _____
- ☐   Job 6 _____

F.9   **Over the short-term, is it likely that this establishment will take measures explicitly aimed at building resilience to future pandemics and other major crises? By resilience is meant your ability to withstand or quickly bounce back from any future crisis.**

- ☐   1.   Very likely   CONTINUE
- ☐   2.   Quite likely   CONTINUE
- ☐   3.   Not likely   GO TO SECTION G
- ☐   4.   Not at all likely   GO TO SECTION G
- ☐   5.   Don't know   GO TO SECTION G

F.10   **[IF VERY LIKELY OR QUITE LIKELY @ F.9] What are those measures likely to include?**

[PLEASE TICK ALL THAT APPLY]

- ☐   1.   Increased use of automation
- ☐   2.   Improvements to the IT infrastructure
- ☐   3.   Increased capacity for remote working
- ☐   4.   Producing a wider range of goods and services
- ☐   5.   Moving to larger premises for reasons of social distancing
- ☐   6.   Building up cash reserves
- ☐   7.   Improved risk management
- ☐   8.   Other (please specify) _____

F.11 If these changes you mention at F.10 take place, will it affect the demand for skills?

☐   1.   Yes   CONTINUE
☐   2.   No   GO TO SECTION G
☐   3.   Don't know   GO TO SECTION G

F.12 [IF YES @ F.11] **Which skills will become more important to this workplace?**

☐   1.   Skills related to management of your ICT systems
☐   2.   ICT skills amongst the general workforce
☐   3.   Having staff be able to managing a wider range of tasks than before (e.g. being able to cover for one another)
☐   4.   Working in teams where not everyone can be in the place of work
☐   5.   Delivering goods and services to customers in new ways
☐   6.   Green skills / skills for environmental sustainability
☐   7.   Financial management skills
☐   8.   Product knowledge skills
☐   9.   Risk management and planning skills
☐   10. Human resource management skills
☐   11. Marketing and sales skills
☐   12. Administrative and clerical skills
☐   13. Routine skills used in producing goods and services
☐   14. Skills related to the physical delivery of your goods
☐   15. Other (please specify) _____

F.13 [IF YES @ F.11] **And which skills will become less important to this workplace?**

☐   1.   Skills related to management of your ICT systems
☐   2.   ICT skills amongst the general workforce
☐   3.   Having staff be able to managing a wider range of tasks than before (e.g. being able to cover for one another)
☐   4.   Working in teams where not everyone can be in the place of work
☐   5.   Delivering goods and services to customers in new ways
☐   6.   Green skills / skills for environmental sustainability
☐   7.   Financial management skills
☐   8.   Product knowledge skills
☐   9.   Risk management and planning skills
☐   10. Human resource management skills
☐   11. Marketing and sales skills
☐   12. Administrative and clerical skills
☐   13. Routine skills used in producing goods and services
☐   14. Skills related to the physical delivery of your goods
☐   15. Other (please specify) _____

G. THIS ESTABLISHMENT

Finally there are a few questions about the establishment where you work.

G.1 Do you have any of the following?

[PLEASE TICK ALL THAT APPLY]

☐ 1. A person responsible for training and human resource issues

☐ 2. Human resource development strategy

☐ 3. A training plan

☐ 4. A training budget

☐ 5. A health and safety representative

☐ 6. Health and safety committee

G.2 Are trade unions or employee associations recognised for purposes of negotiating terms and conditions of work?

☐ 1. Yes

☐ 2. No

☐ 3. Don't know

G.3 Generally speaking, when the COVID-19 crisis started would you say that this establishment's financial position was...

☐ 1. Very strong

☐ 2. Quite strong

☐ 3. Quite weak

☐ 4. Very weak

☐ 5. About to go out of business

☐ 6. Don't know

G.4 And how would you describe this establishment's financial position now?

☐ 1. Very strong

☐ 2. Quite strong

☐ 3. Quite weak

☐ 4. Very weak

☐ 5. About to go out of business

☐ 6. Don't know

H.   THANK YOU

If there is anything else you would like to say about how employment and skill needs have changed in the organisation where you work, please do so in the box below.

Thank you for completing the questionnaire.

If you would like to be contacted about your recruitment, skill and training needs and have your contact details passed on to [NAME OR ORGANISATION], please tick the box

Please submit by pressing the [SUBMIT] button.

Annex 2.
Questionnaire for groups of individuals needing training, reskilling and upskilling

▶ Your job, your skills, and COVID-19

The International Labour Organisation (ILO) is conducting a survey to identify the impact of the current COVID-19 crisis on people's jobs or their search for work. The results will be used to identify the way in which people's working lives have been affected to date by the crisis and, in doing so, inform policy making.

This short questionnaire will take you about 10 minutes to complete. It is important that you do so in order that a wide cross-section of views is obtained and that your voice is heard. Your views are very important to us.

Please answer each question and press [RETURN] at the end to submit your answers.

If you require any further information about the survey please contact [INCLUDE CONTACT POINT].

All information collected will be treated in the strictest confidence and the anonymity of you and your organisation is guaranteed.

Data confidentiality and security

This survey is being conducted on behalf of the International Labour Organization (ILO). The ILO will be provided with the data from the survey. It will follow strict ethical and legal practice and all information about you will be handled in confidence. All data you provide will be anonymised and will be stored securely in accordance with the ILO's policy on data security. Your participation in the survey is voluntary. By continuing to complete the survey you agree to your data being shared with the ILO.

A. YOUR CURRENT SITUATION

A.1 At the current time, are you...?

☐ In employment   Continue
☐ Self-employed   Continue
☐ A trainee or apprentice   Continue
☐ Working in family business but unpaid   Continue
☐ Not in employment but looking for work   Continue
☐ Retired   THANK RESPONDENT AND CLOSE INTERVIEW
☐ Other   THANK RESPONDENT AND CLOSE INTERVIEW
☐ Don't know   THANK RESPONDENT AND CLOSE INTERVIEW

A.2 Can I just check, are you aged between 15 and 65 years of age

☐ Yes   Continue
☐ No   THANK RESPONDENT AND CLOSE INTERVIEW
☐ Don't know   THANK RESPONDENT AND CLOSE INTERVIEW

A.3 **I would like to start by asking you a few questions about what you were doing at the end of 2019 before the COVID-19 crisis commenced. Were you...**

☐   1.   Employed

☐   2.   Trainee / apprentice

☐   3.   Self-employed

☐   4.   Working in family business but unpaid

☐   5.   In education / school

☐   6.   Not in employment

A.4   [IF AN EMPLOYEE, TRAINEE OR APPRENTICE, SELF-EMPLOYED OR UNPAID FAMILY WORKER @ A3] **What job were you doing then?**

A.5   **How would you describe the job you were doing at the end of 2019?**

[PLEASE TICK ONE BOX ONLY]

☐   **Manager**
Managers typically plan, direct, coordinate and evaluate the activities of organisations or units within them

☐   **Professional**
Professionals apply scientific or artistic concepts and theories or teach about these things

☐   **Technician / Associate professional**
Main tasks require experience and knowledge to assist in supporting professionals or managers

☐   **Clerical Support Worker**
Clerical support workers record, organise, store, compute and retrieve information, and perform a number of clerical duties

☐   **Services and Sales Workers**
Services and sales workers provide personal services related to travel, housekeeping, catering, personal care, protection against fire and unlawful acts

☐   **Skilled Agricultural, Forestry and Fishery Worker**
Involved in growing and harvesting field or tree and shrub crops, breeding, tending or hunting animals, etc.

☐   **Craft and Related Trades Worker**
Jobs that require a substantial period of training and involve the performance of complex physical duties

☐   **Plant and Machine Operators and Assemblers**
Jobs including operating vehicles and other mobile and stationary machinery, monitoring industrial and plant equipment, or assembling products

☐   **Elementary occupation**
Jobs which involve the performance of relatively simple and routine tasks which may require the use of hand-held tools and considerable physical effort

☐   **Armed Forces**
All jobs held by members of the armed forces

A.6   **And what was your job title?**

_____ [WRITE IN JOB TITLE]

A.7 [IF AN EMPLOYEE, TRAINEE OR APPRENTICE, SELF-EMPLOYED OR UNPAID FAMILY WORKER @ A3]
In what sector did you do this job?

[PLEASE TICK ONE BOX]

☐   1. Agriculture, forestry and fishing

☐   2. Mining and quarrying

☐   3. Manufacturing

☐   4. Electricity, gas, steam and air conditioning supply

☐   5. Water supply; sewerage, waste management and remediation activities

☐   6. Construction

☐   7. Wholesale and retail trade including repair of motor vehicles and motorcycles

☐   8. Transportation and storage

☐   9. Accommodation and food service activities

☐   10. Information and communication

☐   11. Financial and insurance activities

☐   12. Real estate activities

☐   13. Professional, scientific and technical activities

☐   14. Administrative and support service activities

☐   15. Public administration and defence; compulsory social security

☐   16. Education

☐   17. Human health and social work activities

☐   18. Arts, entertainment and recreation

☐   19. Other

A.8 Was your job permanent or not permanent?

[PLEASE TICK ONE BOX ONLY]

☐   1. Permanent job

☐   2. Working for an employment agency

☐   3. Casual type of work

☐   4. Seasonal work

☐   5. Self-employed

☐   6. Done under contract for a fixed period or for a fixed task

☐   7. Other (please specify) _____

B. EMPLOYMENT

ASK ALL IN EMPLOYMENT OR APPRENTICE / TRAINEE @ A1 OTHERS GO TO SECTION C

**The following questions ask about your current employment situation.
That is, the job you are doing today.**

B.1 How would you describe your current job? [PLEASE TICK ONE BOX ONLY]

☐ **Manager**
Managers typically plan, direct, coordinate and evaluate the activities of organisations or units within them

☐ **Professional**
Professionals apply scientific or artistic concepts and theories or teach about these things

☐ **Technician / Associate professional**
Main tasks require experience and knowledge to assist in supporting professionals or managers

☐ **Clerical Support Worker**

Clerical support workers record, organise, store, compute and retrieve information, and perform a number of clerical duties

☐ **Services and Sales Workers**

Services and sales workers provide personal services related to travel, housekeeping, catering, personal care, protection against fire and unlawful acts

☐ **Skilled Agricultural, Forestry and Fishery Worker**

Involved in growing and harvesting field or tree and shrub crops, breeding, tending or hunting animals, etc.

☐ **Craft and Related Trades Worker**

Jobs that require a substantial period of training and involve the performance of complex physical duties

☐ **Plant and Machine Operators and Assemblers**

Jobs including operating vehicles and other mobile and stationary machinery, monitoring industrial and plant equipment, or assembling products

☐ **Elementary occupation**

Jobs which involve the performance of relatively simple and routine tasks which may require the use of hand-held tools and considerable physical effort

☐ **Armed Forces**

All jobs held by members of the armed forces

B.2   What is your current job title?

_____ [WRITE IN JOB TITLE]

B.3   In which sector does the organisation you currently work for belong?

[PLEASE TICK ONE BOX]

☐ Agriculture, forestry and fishing

☐ Mining and quarrying

☐ Manufacturing

☐ Electricity, gas, steam and air conditioning supply

☐ Water supply; sewerage, waste management and remediation activities

☐ Construction

☐ Wholesale and retail trade including repair of motor vehicles and motorcycles

☐ Transportation and storage

☐ Accommodation and food service activities

☐ Information and communication

☐ Financial and insurance activities

☐ Real estate activities

☐ Professional, scientific and technical activities

☐ Administrative and support service activities

☐ Public administration and defence; compulsory social security

☐ Education

☐ Human health and social work activities

☐ Arts, entertainment and recreation

☐ Other

B.4   Is your current job permanent or not permanent?

[PLEASE TICK ONE BOX ONLY]

☐   1.   Permanent job

☐   2.   Working for an employment agency

☐   3.   Casual type of work

☐   4.   Seasonal work

☐   5.   Self-employed

☐   6.   Done under contract for a fixed period or for a fixed task

☐   7.   Other (please specify) _____

B.5   In what year did you start working continuously for your current employer?

_____ Year

☐   Don't know

B.6   [IF DON'T KNOW @ B5] Were you working for your current employer before the current COVID-19 health crisis started?

☐   1.   Yes

☐   2.   No

☐   3.   Don't know

B.7.   Thinking about your employment now, what best describes your current employment situation?

[TICK ONE BOX ONLY]

☐   1.   Working at usual place of work

☐   2.   Working from home

☐   3.   On leave

☐   4.   Sick leave

☐   5.   Temporarily laid off but expect to return to work

☐   6.   Temporarily laid off and do not expect to return to work

☐   7.   Don't know

B.8   Is this the same as you were doing before the COVID-19 crisis started?

☐   1.   Yes

☐   2.   No

☐   3.   Don't know

B.9   How many hours a week to do you typically work including any hours of overtime you usually worked? If you are not sure, please give your best estimate.

_____ hours

B.10   Since the COVID-19 crisis has the number of hours you typically work...

☐   1.   Increased

☐   2.   Stayed the same

☐   3.   Decreased

☐   4.   Don't know

B.11   [IF INCREASED / DECREASED @ B10] On average, how many extra / fewer hours are you working now including any hours of overtime you usually work.

_____ hours

B.12 Since the COVID-19 crisis has your salary...

☐ 1. Increased

☐ 2. Stayed the same

☐ 3. Decreased

☐ 4. Don't know

B.13 [IF INCREASED OR DECREASED @ B.12] **Is this due to...**

☐ 1. Working a different number of hours

☐ 2. Pay rate has changed

☐ 3. Other

☐ 4. Don't know

B.14 [IF DECREASED @ B12] **Has the decrease in your wages resulted in you experiencing economic hardship?**

☐ 1. Yes, very much so

☐ 2. Yes, a little

☐ 3. No

☐ 4. Don't know

B.15 How many people are currently employed at the place where you usually work?

☐ 1. Less than 10

☐ 2. 10-24

☐ 3. 25-99

☐ 4. 100-249

☐ 5. 250-499

☐ 6. 500 or more

☐ 7. Don't know

B.16 And since the COVID-19 crisis started, has employment at the place where you work...

☐ 1. Increased a great deal

☐ 2. Increased a little

☐ 3. Stayed the same

☐ 4. Decreased a little

☐ 5. Decreased a lot

☐ 6. Don't know

B.17 In the three years up to 2019, have any of the following been introduced at the place where you work?

[PLEASE TICK ALL THAT APPLY]

☐ 1. Goods innovations: the production of new or significantly improved goods

☐ 2. Service innovations: the delivery of new or significantly improved services

☐ 3. Production innovations: new processes used to produce goods and services

☐ 4. Improvements in the efficiency with which goods and services are produced

☐ 5. None of the above

GO TO SECTION D

C. SELF-EMPLOYMENT

ASK ALL SELF-EMPLOYED AT A.1

The following questions ask about your current self-employment.

C.1   In what year did you become self-employed?

_____ Year

☐   Don't know

C.2   May I check, did you become self-employed as a result of the COVID-19 crisis?

☐   1.   Yes

☐   2.   No

☐   3.   Don't know

C.3   [IF IN EMPLOYMENT @ A.3] Why did you leave your previous job?

☐   1.   Quit voluntarily

☐   2.   Was permanently laid-off/ made redundant

☐   3.   Was temporarily laid off without pay

☐   4.   Contract ended

☐   5.   Dismissed

☐   6.   Other (please specify) _____

☐   7.   Don't know

C.4   Why did you become self-employed?

☐   1.   Only option available

☐   2.   Something always wanted to do

☐   3.   Other (please specify) _____

☐   4.   Don't know

C.5   How many people currently work for you?

☐   1.   None – I am a sole trader

☐   2.   One

☐   3.   2-4

☐   4.   5-9

☐   5.   10-24

☐   6.   25-99

☐   7.   100 or more

☐   8.   Don't know

C.6   Are you registered as a company?

☐   1.   Yes

☐   2.   No

☐   3.   Don't know

C.7   Do you face competition from other registered companies?

☐   1.   Yes

☐   2.   No

☐   3.   Don't know

C.8 What best describes the sector in which you work? In other words, what best describes the things you make or the services you provide.

[PLEASE TICK ONE BOX]

☐ Agriculture, forestry and fishing

☐ Mining and quarrying

☐ Manufacturing

☐ Electricity, gas, steam and air conditioning supply

☐ Water supply; sewerage, waste management and remediation activities

☐ Construction

☐ Wholesale and retail trade including repair of motor vehicles and motorcycles

☐ Transportation and storage

☐ Accommodation and food service activities

☐ Information and communication

☐ Financial and insurance activities

☐ Real estate activities

☐ Professional, scientific and technical activities

☐ Administrative and support service activities

☐ Public administration and defence; compulsory social security

☐ Education

☐ Human health and social work activities

☐ Arts, entertainment and recreation

☐ Other

C.9 How you would describe the job you do now as a self-employed person?

☐ **Manager**
Managers typically plan, direct, coordinate and evaluate the activities of organisations or units within them

☐ **Professional**
Professionals apply scientific or artistic concepts and theories or teach about these things

☐ **Technician / Associate professional**
Main tasks require experience and knowledge to assist in supporting professionals or managers

☐ **Clerical Support Worker**
Clerical support workers record, organise, store, compute and retrieve information, and perform a number of clerical duties

☐ **Services and Sales Workers**
Services and sales workers provide personal services related to travel, housekeeping, catering, personal care, protection against fire and unlawful acts

☐ **Skilled Agricultural, Forestry and Fishery Worker**
Involved in growing and harvesting field or tree and shrub crops, breeding, tending or hunting animals, etc.

☐ **Craft and Related Trades Worker**
Jobs that require a substantial period of training and involve the performance of complex physical duties

☐ **Plant and Machine Operators and Assemblers**
Jobs including operating vehicles and other mobile and stationary machinery, monitoring industrial and plant equipment, or assembling products

☐ **Elementary occupation**
Jobs which involve the performance of relatively simple and routine tasks which may require the use of hand-held tools and considerable physical effort

☐ **Armed Forces**
All jobs held by members of the armed forces

C.10 What is your job title?

_____ _____ [PLEASE INCLUDE YOUR JOB TITLE]

C.11 And thinking about the work you do now, what best describes your current employment situation?

[TICK ONE BOX ONLY]

☐ 1. Working at usual place of work

☐ 2. Working from home, if not usual place of work

☐ 3. Off work sick

☐ 4. Other (please specify) _____

☐ 5. Don't know

C.12 Is this the same as you were doing before the COVID-19 crisis started?

☐ 1. Yes

☐ 2. No

☐ 3. Don't know

C.13 How many hours a week to do you typically work? If you are not sure, please give your best estimate.

_____ hours

C.14 Since the COVID-19 crisis has the number of hours you typically work…

☐ 1. Increased

☐ 2. Stayed the same

☐ 3. Decreased

☐ 4. Don't know

C.15 On average, how many extra / fewer hours are you working now?

_____ hours

C.16 Since the COVID-19 crisis has your income…

☐ 1. Increased

☐ 2. Stayed the same

☐ 3. Decreased

☐ 4. Don't know

C.17 [IF INCREASED OR DECREASED @ C.16] **Is this due to…**

☐ 1. Working a different number of hours

☐ 2. Rate for job has increased

☐ 3. Rate for job has decreased

☐ 4. Other

☐ 5. Don't know

C.18 [IF DECREASED @ C.16] **Has the decrease in your wages resulted in you experiencing economic hardship?**

- ☐ 1. Yes, very much so
- ☐ 2. Yes, a little
- ☐ 3. No
- ☐ 4. Don't know

C.19 Since the COVID-19 crisis started has the amount of paid work you have to do…

- ☐ 1. Increased a great deal
- ☐ 2. Increased a little
- ☐ 3. Stayed the same
- ☐ 4. Decreased a little
- ☐ 5. Decreased a lot
- ☐ 6. Don't know

C.20 Are you looking to return to working for an employer rather than remaining self-employed?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

C.21 How likely is that you will return to working for an employer rather than being self-employed?

- ☐ 1. Very likely
- ☐ 2. Quite likely
- ☐ 3. Not very likely
- ☐ 4. Not at all likely
- ☐ 5. Other (please specify) _____

D.   SKILLS AND TRAINING

ASK ALL EXCEPT NOT IN EMPLOYMENT AT A.1; OTHERWISE GO TO E

The following questions are about the way in which the content of your job might have changed since the onset of the COVID-19 crisis.

D.1 Since the COVID-19 health crisis, have you undertaken any health and safety training connected with the crisis?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

D.2 [IF YES @ D1] **Has this dealt with any of the following?**

- ☐ 1. Disinfection of your workplace
- ☐ 2. Frequent hand washing, hygiene for coughs and sneezes
- ☐ 3. Use of protection equipment (mouth masks, face visors, protective clothing)
- ☐ 4. Enforced distancing whilst at work
- ☐ 5. Rules for meetings at work
- ☐ 6. Rules for protection of customers or suppliers
- ☐ 7. Other (please specify) _____

D.3 **Generally speaking, do you feel well informed about how to protect yourself or your fellow-workers from COVID-19 whilst at work?**

☐ 1. Yes, very well informed
☐ 2. Yes, well informed
☐ 3. No, not well informed
☐ 4. No, not informed at all
☐ 5. Don't know

D.4 **Since the onset of the COVID-19 crisis has your job…**

[PLEASE TICK ALL THAT APPLY]

☐ led you to take on more complex tasks
☐ resulted in you having a wider range of tasks to undertake
☐ required you to work more autonomously and make decisions yourself
☐ become more closely supervised by management
☐ resulted in you working in smaller teams than previously
☐ resulted in you working in bigger teams than previously
☐ resulted in you taking more of a leadership role than previously
☐ required you to communicate more electronically
☐ required you to do more administrative tasks than previously
☐ become more physically demanding
☐ required you to do a lot more driving / travelling on behalf of work
☐ other consequences (please specify) _____
☐ not changed at all

D5. [NOT SELF-EMPLOYED @ A1] **Have you had to communicate more with your colleagues using online platforms such as Teams, Zoom, Skype, WhatsApp, Google Meet and so on – on your mobile phone, tablet, hand-held device or computer than before COVID-19?**

☐ 1. Yes, very much more
☐ 2. Yes, a little more
☐ 3. About the same
☐ 4. A little less
☐ 5. A lot less
☐ 6. Don't know

D.6 **Have you had to communicate more with clients, customers, suppliers or external collaborators using online platforms such as Teams, Zoom, Skype, WhatsApp, Google Meet and so on etc. on your mobile phone, tablet, hand-held device or computer than before COVID-19?**

☐ 1. Yes, very much more
☐ 2. Yes, a little more
☐ 3. About the same
☐ 4. A little less
☐ 5. A lot less
☐ 6. Don't know

D.7 **In general, would you say your skills were well matched to the needs of your current job in the COVID-19 crisis? Please give your rating on a scale of one to 10, where 1 means you have none of the skills required, and 10 means you have all the skills required.**

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐Don't know

D.8   Are there any areas where you think your skills need improving so that you can do your better job during the COVID-19 crisis?

☐   1.   Health and safety at work

☐   2.   Use of digital communication technologies using Zoom, Teams, Skype, WhatsApp, Google Meet and so on.

☐   3.   Using digital technologies to maintain internet connections, accessing computer resources at your place of work, etc.

☐   4.   Managing a wider range of tasks than before COVID-19

☐   5.   Working in teams where not everyone can be in the place of work

☐   6.   Delivering goods and services to customers in new ways

☐   7.   Other (please specify) _____

D.9   Apart from health and safety, have you received any training to ensure that you have the necessary skills to do your job during the COVID-19 crisis?

[TICK ONE BOX ONLY]

☐   1.   Yes

☐   2.   No, but would have liked some

☐   3.   No, not needed

☐   4.   Don't know

D.10 [IF YES @ D9] **In what areas have you received training?**

☐   1.   Job-specific or occupation-specific technical skills

☐   2.   Use of digital communication technologies using Zoom, Teams, etc.

☐   3.   Using digital technologies to maintain internet connections, accessing computer resources at your place of work, etc.

☐   4.   Managing a wider range of tasks than before COVID-19

☐   5.   Using new equipment

☐   6.   Undertaking changed operating processes

☐   7.   Working in teams where not everyone can be in the place of work

☐   8.   Delivering goods and services to customers in new ways

☐   9.   Administrative skills

☐   10. Team leading, supervisory or management skills

☐   11. Other (please specify) _____

D.11 [ASK IF D10 '2'] **What training would you have liked?**

☐   1.   Job-specific or occupation-specific technical skills

☐   2.   Use of digital communication technologies using Zoom, Teams, Skype, WhatsApp, Google Meet and so on.

☐   3.   Using digital technologies to maintain internet connections, accessing computer resources at your place of work, etc.

☐   4.   Managing a wider range of tasks than before COVID-19

☐   5.   Using new equipment

☐   6.   Undertaking changed operating processes

☐   7.   Working in teams where not everyone can be in the place of work

☐   8.   Delivering goods and services to customers in new ways

☐   9.   Administrative skills

☐   10. Team leading, supervisory or management skills

☐   11. Other (please specify) _____

D.12 [ASK ALL] **Are there any areas where you think your skills need improving so that you are able to keep your job after the COVID-19 crisis?**

- ☐ 1. Job-specific or occupation-specific technical skills
- ☐ 2. Use of digital communication technologies using Zoom, Teams, Skype, WhatsApp, Google Meet and so on.
- ☐ 3. Using digital technologies to maintain internet connections, accessing computer resources at your place of work, etc.
- ☐ 4. Managing a wider range of tasks than before COVID-19
- ☐ 5. Using new equipment
- ☐ 6. Undertaking changed operating processes
- ☐ 7. Working in teams where not everyone can be in the place of work
- ☐ 8. Delivering goods and services to customers in new ways
- ☐ 9. Administrative skills
- ☐ 10. Team leading, supervisory or management skills
- ☐ 11. Other (please specify) _____
- ☐ 12. None

D.13 Have you received any training which will help you to keep your job after the COVID-19 crisis?

- ☐ 1. Yes
- ☐ 2. No, but would have liked some
- ☐ 3. No, not needed
- ☐ 4. Don't know

D.14 [IF YES @ D13] **In what areas have you received training?**

- ☐ 1. Job-specific or occupation-specific technical skills
- ☐ 2. Use of digital communication technologies using Zoom, Teams, etc.
- ☐ 3. Using digital technologies to maintain internet connections, accessing computer resources at your place of work, etc.
- ☐ 4. Managing a wider range of tasks than before COVID-19
- ☐ 5. Using new equipment
- ☐ 6. Undertaking changed operating processes
- ☐ 7. Working in teams where not everyone can be in the place of work
- ☐ 8. Delivering goods and services to customers in new ways
- ☐ 9. Administrative skills
- ☐ 10. Team leading, supervisory or management skills
- ☐ 11. Other (please specify) _____

D.15 Looking ahead, how likely is it that you will continue to be doing your current job in six months?

- ☐ 1. Very likely
- ☐ 2. Quite likely
- ☐ 3. Not likely,
- ☐ 4. Not at all likely
- ☐ 5. Don't know

D.16 [NOT SELF-EMPLOYED] **How likely is that you will continue to be employed with your current employer in six months?**

- ☐ 1. Very likely
- ☐ 2. Quite likely
- ☐ 3. Not likely,
- ☐ 4. Not at all likely
- ☐ 5. Don't know

D.17 [IF IN EMPLOYMENT AND NOT LIKELY OR NOT ALL LIKELY @ D16] **Why do you think you will not be working with your current employer in six months?**

- ☐ 1. Employer is likely to go out of business
- ☐ 2. I will be made redundant
- ☐ 3. I plan to quit my job
- ☐ 4. I plan to retire
- ☐ 5. Other (please specify) _____
- ☐ 6. Don't know

D.18 [ASK ALL] **If you were to lose your job in the next six months, how easy do think it will be to find another job?**

- ☐ 1. Very easy
- ☐ 2. Quite easy
- ☐ 3. Difficult
- ☐ 4. Very difficult
- ☐ 5. Don't know

D.19 What type of new job do you think you could get?

- ☐ 1. Same job at same rate of pay
- ☐ 2. Same job at a lower rate of pay
- ☐ 3. Different job at the same or higher rate of pay
- ☐ 4. Different job but with a lower rate of pay
- ☐ 5. Other (please specify) _____

D.20 Will you need to re-train to find a new job?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

D.21 Do you want to retrain to find a new job?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

D.22 In what will you need to retrain…?

[TICK ALL THAT APPLY]

☐   1.   Technical skills for the specific type of job

☐   2.   Digital skills

☐   3.   Administrative, customer relations and related skills

☐   4.   People management skills

☐   5.   Skills for green jobs and environmental sustainability

☐   6.   Language skills

☐   7.   Literacy skills

☐   8.   Numeracy skills

☐   9.   Other skills (please specify) _____

D.23 Realistically, where could you get that training?

☐   1.   Current employer [NOT SELF-EMPLOYED]

☐   2.   New employer

☐   3.   TVET college or training centre

☐   4.   Public employment service

☐   5.   University or school

☐   6.   Charity

☐   7.   International organisation

☐   8.   Trade union

☐   9.   Other (please specify)

☐   10. It is not available

D.24 How likely is it that you will be able to do that training?

☐   1.   Very likely

☐   2.   Quite likely

☐   3.   Not likely,

☐   4.   Not at all likely

☐   5.   Don't know

D.25 [IF NOT LIKELY @ D.24 CODES '3' or '4'] **Why will you not be able to do the training?**

☐   1.   Don't know how to find out about training available

☐   2.   No local training providers

☐   3.   No courses available

☐   4.   Not enough places on available courses

☐   5.   Cannot afford training

☐   6.   Do not have qualifications that would allow me to enter courses

☐   7.   Other (please specify) _____

☐   8.   Don't know

D.26 [IF IN EMPLOYMENT @ A3] **At your workplace, who makes decisions about training?**

[PLEASE TICK ALL THAT APPLY]

☐   1.   Human resource manager or training manager

☐   2.   Other senior management

☐   3.   Trade unions

☐   4.   Owner / proprietor

☐   5.   Line managers

☐   6.   Don't know

D.27 And who has the final say over training decisions?

[PLEASE TICK ONE BOX ONLY]

☐ 1. Human resource manager or training manager

☐ 2. Other senior management

☐ 3. Trade unions

☐ 4. Owner / proprietor

☐ 5. Line managers

☐ 6. Don't know

NOW GO TO SECTION F

E. NOT IN EMPLOYMENT

ASK ALL NOT IN EMPLOYMENT AT A.1; OTHERS GO TO F

E.1 How long have you been continuously out of work?

_____ years _____ months

E.2 Have you been previously been in work or self-employment?

☐ 1. Yes

☐ 2. No

E.3 In your last job were you...

☐ 1. Working for an employer

☐ 2. Working for family business but unpaid

☐ 3. Self-employed

☐ 4. Other (please specify) _____

E.4 Which of the following best describes the job you were doing?

☐ **Manager**
Managers typically plan, direct, coordinate and evaluate the activities of organisations or units within them

☐ **Professional**
Professionals apply scientific or artistic concepts and theories or teach about these things

☐ **Technician / Associate professional**
Main tasks require experience and knowledge to assist in supporting professionals or managers

☐ **Clerical Support Worker**
Clerical support workers record, organise, store, compute and retrieve information, and perform a number of clerical duties

☐ **Services and Sales Workers**
Services and sales workers provide personal services related to travel, housekeeping, catering, personal care, protection against fire and unlawful acts

☐ **Skilled Agricultural, Forestry and Fishery Worker**
Involved in growing and harvesting field or tree and shrub crops, breeding, tending or hunting animals, etc.

☐ **Craft and Related Trades Worker**
Jobs that require a substantial period of training and involve the performance of complex physical duties

☐ **Plant and Machine Operators and Assemblers**
Jobs including operating vehicles and other mobile and stationary machinery, monitoring industrial and plant equipment, or assembling products

☐ **Elementary occupation**
Jobs which involve the performance of relatively simple and routine tasks which may require the use of hand-held tools and considerable physical effort

☐ **Armed Forces**
All jobs held by members of the armed forces

E.5   What was your job title in your last job?

_____ [PLEASE INCLUDE YOUR JOB TITLE]

E.6   What was the business of employer you last worked for or the sector in which you worked?

[PLEASE TICK ONE BOX]

☐   Agriculture, forestry and fishing

☐   Mining and quarrying

☐   Manufacturing

☐   Electricity, gas, steam and air conditioning supply

☐   Water supply; sewerage, waste management and remediation activities

☐   Construction

☐   Wholesale and retail trade including repair of motor vehicles and motorcycles

☐   Transportation and storage

☐   Accommodation and food service activities

☐   Information and communication

☐   Financial and insurance activities

☐   Real estate activities

☐   Professional, scientific and technical activities

☐   Administrative and support service activities

☐   Public administration and defence; compulsory social security

☐   Education

☐   Human health and social work activities

☐   Arts, entertainment and recreation

☐   Other

E.7   Why did you leave that job?

☐   1.   Permanently laid off due to COVID-19

☐   2.   Fixed term contract came to end

☐   3.   Left voluntarily

☐   4.   Dismissed

☐   5.   Other (please specify) _____

E.8   Whilst you have been out of work, have you undertaken any training?

☐   1.   Yes

☐   2.   No

☐   3.   Don't know

E.9   Was any of this training related to responding to directly COVID-19?

☐   1.   Yes

☐   2.   No

☐   3.   Don't know

E.10 Who provided the training?

☐ 1. TVET college or training centre

☐ 2. Public employment service

☐ 3. University or school

☐ 4. Charity

☐ 5. International organisation

☐ 6. Trade union

☐ 7. Other (please specify) _____

☐ 8. Don't know

E11. What did the training include?

☐ 1. Technical skills for the specific type of job

☐ 2. Digital skills

☐ 3. Administrative, customer relations and related skills

☐ 4. People management skills

☐ 5. Skills for green jobs and environmental sustainability

☐ 6. Language skills

☐ 7. Literacy skills

☐ 8. Numeracy skills

☐ 9. Other skills

E12. How many days did you spend training?

☐ 1. Less than a day

☐ 2. One day

☐ 3. More than a day to two days

☐ 4. More than two days to five days

☐ 5. Five days or more

☐ 6. Don't know

E.13 Was any of this training related to preparing to work in areas of businesses that are expanding, or are expected to grow, because of COVID-19?

☐ 1. Yes

☐ 2. No

☐ 3. Don't know

E.14 Have you applied for any jobs which are directly related to responding to COVID-19?

☐ 1. Yes

☐ 2. No

☐ 3. Don't know

E.15 [IF YES @ E14] **Were these jobs in…**

☐ 1. Hospitals, clinics, etc.

☐ 2. In care homes

☐ 3. Related to tracking and tracing people with COVID-19

☐ 4. Businesses growing, or expected to grow, because of COVID-19

☐ 5. Other (please specify) _____

E.16 Have you carried out any voluntary work related to COVID-19?

☐ 1. Yes

☐ 2. No

☐ 3. Don't know

E.17 Will the experience of volunteering help you obtain paid employment in the future?

☐   1. Yes, very much so

☐   2. Yes, to some degree

☐   3. No, probably not

☐   4. No, definitely not

☐   5. Don't know

E.18 Generally speaking, are your skills suited to assisting with the COVID-19 response?

☐   1. Yes, very well matched

☐   2. Yes, well matched

☐   3. No, not well matched

☐   4. No, not at all well matched

☐   5. Don't know

E.19 Looking ahead, how likely is it that you will be back in employment in six months' time?

☐   1. Very likely

☐   2. Quite likely

☐   3. Not likely,

☐   4. Not at all likely

☐   5. Don't know

E.20 [IF VERY OR QUITE LIKELY @ E19] Will this be in the same type of job you were doing before COVID-19

☐   1. Very likely

☐   2. Quite likely

☐   3. Not likely,

☐   4. Not at all likely

☐   5. Don't know

E.21 Will you need to re-train to find a new job?

☐   1. Yes

☐   2. No

☐   3. Don't know

E.22 Do you want to retrain to find a new job?

☐   1. Yes

☐   2. No

☐   3. Don't know

E.23 [IF YES @ E.21 OR E.22] In what will you need, or want to, retrain…?

☐   1. Technical skills for the specific type of job

☐   2. Digital skills

☐   3. Administrative, customer relations and related skills

☐   4. People management skills

☐   5. Skills for green jobs and environmental sustainability

☐   6. Language skills

☐   7. Literacy skills

☐   8. Numeracy skills

☐   9. Other skills (please specify) _____

E.24 How likely is it that you will be able to do that training?

☐   1.   Very likely

☐   2.   Quite likely

☐   3.   Not likely,

☐   4.   Not at all likely

☐   5.   Don't know

E.25 [IF NOT LIKELY OR NOT AT ALL LIKELY @ E.24] **Why will you not be able to do the training?**

☐   1.   Don't know how to find out about training available

☐   2.   No local training providers

☐   3.   No courses available

☐   4.   Cannot afford training

☐   5.   Do not have qualifications that would allow me to enter courses

☐   6.   Other (please specify) _____

☐   7.   Don't know

F. CAREER GUIDANCE

[ASK ALL]

Below are some statements about career development. Please respond to them by ticking the box which best represents your views or situation. If the statement is not applicable to you please tick the not applicable box.

F.1   Career development services for my future career development:

[TICK ALL BOXES THAT APPLY]

☐   Would help me do my present job better

☐   Would reduce my anxiety about the future

☐   I am not sure what career development services means

☐   Not applicable to my situation

F.2   I would like to change my job because:

[TICK ALL BOXES THAT APPLY]

☐   Others have begun to view my job negatively

☐   Others are beginning to avoid me because of my job

☐   I am afraid my job has made me vulnerable to COVID-19

☐   I am not thinking of changing jobs

☐   Not applicable to my situation

F.3   My career development...

[TICK ALL BOXES THAT APPLY]

☐   Is not going to move further forward because although I have tried, I have not been able to utilise the opportunities that have been offered to me by my employer

☐   Can move much further but what is expected of me by my employer is unfair and not possible to achieve

☐   Is going well because I have been able to match my efforts and wishes with the opportunities offered to me by my employer

☐   Is not important to me because I have directed my efforts toward the education and career development of my family members

F.4   Different people have different opinions about their jobs and careers. For each of the statements below please indicate how much you agree or disagree. The higher the number you choose, the higher is your agreement with the statement. Please tick the box which reflects your views.

A.   Educational qualifications and training are not important, as long as I am earning money.

☐ 1 = Don't Agree   ☐ 2 = Agree sometimes   ☐ 3 = Agree most of the time   ☐ 4 = Agree completely

B.   Going to work only when I need money is a good way to live.

☐ 1 = Don't Agree   ☐ 2 = Agree sometimes   ☐ 3 = Agree most of the time   ☐ 4 = Agree completely

C.   I do not know what kinds of difficulties I may face as I prepare for a career. Therefore I cannot control my career development.

☐ 1 = Don't Agree   ☐ 2 = Agree sometimes   ☐ 3 = Agree most of the time   ☐ 4 = Agree completely

G. ABOUT YOU

[ASK ALL]

The questions below ask for a few details about you.

G.1   Are you...

☐   1.   Male

☐   2.   Female

G.2   How old are you?

_____

G.3   What is your highest level of qualification?

☐   1.   Did not complete any level

☐   2.   Elementary

☐   3.   Secondary education

☐   4.   Community college/ Intermediate diploma / Vocational training after secondary

☐   5.   Bachelor's degree

☐   6.   Post-graduate (master's / doctorate)

G.4   Are you a member of a trade union or employee association?

☐   1.   Yes

☐   2.   No

☐   3.   Don't know

G.5   What is your nationality?

_____

G.6   Were you born outside of this country?

☐   1.   Yes

☐   2.   No

☐   3.   Don't know

G.7   How old were you when you arrived in this country?

_____

G.8 [ASK ALL] **Since the COVID-19 crisis started have received any information about working during the crisis?**

☐ 1. Yes

☐ 2. No

☐ 3. Don't know

G.9. Who has supplied that information?

[PLEASE TICK ALL THAT APPLY]

☐ 1. National government

☐ 2. Local government

☐ 3. Trade unions

☐ 4. Sector organisations

☐ 5. Unemployment insurance fund

☐ 6. Charities

☐ 7. Other (please specify) _____

G.10 [ASK ALL] **Have you received financial assistance in relation to COVID-19?**

☐ 1. Yes

☐ 2. No

☐ 3. Don't know

G.11 [IF YES @ G.8 OR G.10] **Who has provided the financial assistance?**

☐ 1. National government

☐ 2. Local government

☐ 3. Trade unions

☐ 4. Sector organisations

☐ 5. Unemployment insurance fund

☐ 6. Charities

☐ 7. Other (please specify) _____

G.12 [IF YES @ G.8 OR G.10] **What sort of information or assistance has been received?**

[TICK ALL THAT APPLY]

☐ 1. Information about how social distancing in the workplace

☐ 2. Information regarding hand washing and maintaining hygiene standards

☐ 3. General information on COVID-19 / how to tell if someone has COVID-19

☐ 4. Wages paid in full or part

☐ 5. Assistance with paying rent

☐ 6. Provision of loans

☐ 7. Suspension of loan repayments

☐ 8. Postponement of tax payments

☐ 9. Other (please specify) _____

G.13 [IF YES @ G.8 OR G.10] **Has the support you have received from government been adequate?**

☐ 1. Yes, very much so

☐ 2. Yes,

☐ 3. No

☐ 4. No, not all all

☐ 5. Don't know

G.14 [ASK ALL] **Do you regularly pay any of the following?**

☐   1.   Income tax

☐   2.   Social contributions to cover unemployment insurance

☐   3.   Social contributions to cover health care

G.15 Would you be willing to be followed up by the ILO to provide further information about the impact of COVID-19?

☐   1.   Yes

☐   2.   No

☐   3.   Don't know

G.16 Would you be willing to take part in further research undertaken by the ILO?

☐   1.   Yes

☐   2.   No

☐   3.   Don't know

G.17 Would you like to receive an update on the results from this survey?

☐   1.   Yes

☐   2.   No

☐   3.   Don't know

IF YES TO G15, G16 OR G17: Can you please provide your email address or mobile telephone number:

_____

If there is anything else you would like to say about you employment experiences during the COVID-19 crisis, please do so in the box below.

Thank you for completing this questionnaire. Please press the SUBMIT button to send in your answers.

Annex 3.
Indicative list of structures and key informants for consultations, and topics for each type of consultation

▶ Indicative list of structures and key informants to contact

- ▶ Ministry of Labour
- ▶ Ministry of Health
- ▶ Ministry of Enterprise or Industry
- ▶ Ministry of Trade
- ▶ Ministries of Education, Higher Education
- ▶ COVID-19 crisis coordinating bodies
- ▶ Other line Ministries, such as:
  - Ministry of Agriculture
  - Ministry of Tourism
  - Ministry responsible for Development of Physical Infrastructure
  - Ministry responsible for Transport and Logistics
- ▶ Agencies under above ministries with relevant responsibilities, such as Public Employment Service, TVET agency, OSH agency, FDI agency and qualifications agency
- ▶ Employers' organizations
- ▶ Workers' representative organizations
- ▶ Other national or regional industry associations
- ▶ Sectoral industry organizations, investor associations, professional organizations, industry skills councils
- ▶ Public and private providers of education and training at TVET and university levels, especially those that offer continuing education and training and distance education that could potentially be used or adapted for upskilling and reskilling
- ▶ Providers of short training courses, certifications, online training
- ▶ Economic forecasters, research institutions and university researchers covering relevant topics
- ▶ Development partners active in skills and enterprise development

▶ Topics for each type of consultation

This section provides guideline questions to use in in-depth consultations on each of the three topics: sectors in which COVID-19 has a significantly negative impact on employment; sectors and occupations in which COVID-19 increases demand for skills; and groups of individuals needing training, reskilling and upskilling. Not all consultation interviews will fit neatly into a single one of these topics, and not all questions under each topic will be relevant to every interview, so it is suggested that relevant questions be selected in an interview plan ahead of each interview.

1. Topics for consultations about sectors in which COVID-19 has a significantly negative impact on employment

For each of the priority sectors with negative impact on employment targeted by the Rapid Assessment:

▶ What is the practical impact in the workplace of responding to the pandemic? Please cover factors including:

- history of workplace infections to date;
- workplace closures;
- workplace reopening;
- social distancing, hygiene and shifts at the usual work station;
- social distancing, hygiene and shifts away from the usual work station, such as in canteens and changing rooms;
- teleworking;
- workplace health management issues such as scanning temperatures, testing for virus or antibodies, contact tracing, and isolation of contacts;
- Impact of these on capacity utilization, share of normal workforce that can be used, productivity of individuals.

▶ What high level impact has the pandemic had on the sector so far in terms of domestic sales, export sales, employment, utilization of workers who are still employed and productivity? Please explain what has happened in practical and qualitative terms? If the sector's activities are linked through value chains to other sectors and other countries whose operations are impacted by the pandemic, what impact does this have on the sector itself?

▶ What are plausible scenarios for how the sector can recover while the pandemic continues to be a serious threat to public health nationally and globally?

▶ What are plausible scenarios for how well the sector can recover if the pandemic ceases to be a threat globally? What are plausible scenarios for how well the sector can recover if COVID-19 continues to be a threat in coming years, even after the current pandemic eases?

▶ What does the sector need to do differently now to get back to work as quickly as possible:

- In order to be able to operate safely and efficiently?
- In order to get back existing customers for existing products and services?
- In order to provide new products and services?
- In order to get new customers?

▶ What does the sector need to do differently to secure its future?

▶ How does this change the work that is done in businesses in the sector? What does this mean for the skills that workers need now?

- Front line workers – operators, customer service, crafts people, technicians.
- Managers and professionals – Supervisors, managers, engineers, marketers, scientists.

▶ What groups of workers in the sector have lost out most because of COVID-19, in terms of occupations, age, gender, ethnicity, disability status or other factors? What is the outlook that those who have lost their jobs will be re-employed in the sector? What skills development might improve their prospects?

▶ Based on this discussion:

- What are the top priorities for action to reskill or upskill existing workers, or to change initial training and education for future workers? Are any changes needed in initial training for the sector's main occupations? Which occupations, specifically?

- What are the top priorities for action to reskill or upskill workers from the sector who are currently unemployed or on furlough? Which occupations, specifically?

- When addressing these questions, the interviewer should be prepared to prompt about digital skills, skills for green work, skills for OSH, administrative skills, customer relations skills, people management and team-leading skills, language skills, literacy and numeracy, language skills and core employability skills, as well as the core technical skills required for occupations.

▶ What can the public employment service do? What can TVET providers do to help? What can universities do to help? What can other providers of education and training, such as providers of short courses or professional bodies, do?

- Is there scope to repurpose existing education and training provision?

- Is there scope to deliver existing curricula to meet the skills need through innovative mechanisms, such as collaborations between employers or unions, and providers of education and training, possibly delivered through online learning?

- Is there scope to provide useful education and training for workers who are unemployed, on furlough or underemployed?

▶ What can be implemented quickly, perhaps by adapting existing provision?

▶ What can be scaled up quickly and at a feasible cost?

▶ What should be done centrally to reach workers needing training, perhaps through the public employment service or through a centrally coordinated programme to provide training? What ministries and other bodies should be involved?

▶ What should be done bottom-up by education and training providers, or by providers of short courses? What should other bodies, such as ministries, qualification authorities, funding bodies and regulators do to allow them to make this happen?

▶ What institutional mechanisms and arrangements are needed for government, industry, the social partners and providers of education and training to collaborate on validating and implementing the initiatives that will be recommended?

2. Topics for consultations about sectors and occupations in which COVID-19 increases demand for skills or where there is a high prospect for structural change that might impact on skills needs

The questions here focus on the growth opportunity and the skills required to deliver on it. If, in addition to the growth opportunity, the sector or occupation is also suffering a negative shock because of the pandemic, these questions can be combined with those for sectors in which the COVID-19 pandemic has a significantly negative impact on employment.

For each of the priority sectors or occupations targeted by the Rapid Assessment in which COVID-19 increases demand for skills:

▶ For the sector(s) and/or occupation(s) that is/are the focus of the interview, what is the nature of the growth in demand for skills or change in industry structure? What product or service? What technology? What is the timing – a short term demand in the context of the crisis, a rise in activity that is expected to be sustained past the crisis, or an opportunity for continuing growth into the future?

▶ How certain is the growth in demand or change in industry structure? Does responding effectively depend on moving quickly, or will the opportunities still be there later if it takes time to respond?

▶ How well prepared is the existing sector to supply the growth or changed market demand, and to do so efficiently, to a high level of quality? If it is in a product or service that will be exported or will face import competition, how competitive is the sector now?

▶ What are the main occupations involved?
  • If the growth or change in demand is specific to one or a small number of occupations, which are they?
  • If the growth or change in demand is based on a market opportunity that will allow firms and sector to grow, what are the main occupations required in the sector in terms of greatest numbers, and in terms of meeting the skills needs of key business functions?

▶ If the growth or change in demand is based on a market opportunity, what do businesses have to be able to do well to take advantage of that opportunity in terms of the following factors?
  • Efficiency and effectiveness of operations
  • Quality and compliance
  • Marketing, sales and channel management
  • Improvement, innovation and R&D
  • Sourcing, supply chain and logistics

▶ What implications does this have for skills in the occupations mentioned? Make sure to consider occupations at both the following levels.
  • Front line workers – operators, customer service, crafts people, technicians.
  • Managers and professionals – Supervisors, managers, engineers, marketers, scientists.

▶ What are the prospects that growth in the sector can provide employment opportunities for workers who may be disadvantaged in the labour market, such as youth, women, lower skilled workers, people with disabilities, minorities, international migrants or workers who are long term unemployed?

The following questions are the same as for the guideline on topics for sectors in which COVID-19 has a significantly negative impact on employment.

▶ Based on this discussion:
  • What are the top priorities for action to reskill or upskill existing workers, or to change initial training and education for future workers? Are any changes needed in initial training for the sector's main occupations?
  • What are the top priorities for action to reskill or upskill workers from the sector who are currently unemployed or on furlough?
  • When addressing these questions, the interviewer should be prepared to prompt about digital skills, skills for green work, skills for OSH, administrative skills, customer relations skills, people management and team-leading skills, language skills, literacy and numeracy, language skills and core employability skills, as well as the core technical skills required for occupations.

▶ What can the public employment service do? What can TVET providers do to help? What can universities do to help? What can other providers of education and training, such as providers of short courses or professional bodies, do?
  • Is there scope to repurpose existing education and training provision?
  • Is there scope to deliver existing curricula to meet the skills need through innovative mechanisms, such as collaborations between employers or unions, and providers of education and training, possibly delivered through online learning?
  • Is there scope to provide useful education and training for workers who are unemployed, on furlough or underemployed?

▶ What can be implemented quickly, perhaps by adapting existing provision?

▶ What can be scaled up quickly?

▶ What should be done centrally to reach workers needing training, perhaps through the public employment service or through a centrally coordinated programme to provide training? What ministries and other bodies should be involved?

▶ What should be done bottom-up by education and training providers, or by providers of short courses? What should other bodies, such as ministries, qualification authorities, funding bodies and regulators do to allow them to make this happen?

▶ What institutional mechanisms and arrangements are needed for government, industry, the social partners and providers of education and training to collaborate on validating and implementing the initiatives that will be recommended?

3. Topics for consultations about groups of individual workers needing training, reskilling and upskilling:

Start by outlining which groups of individual workers have been targeted for the Rapid Assessment and explain why. Clarify which of these groups the person/organization being consulted will be able to discuss. Give them an opportunity to mention other groups that may be of high concern to them, and to explain why. While the main focus of the consultation interview should be on the target groups, it is important to also hear about closely adjacent issues considered by partners and stakeholders to be of high priority.

For each of the groups of individual workers needing reskilling and upskilling targeted by the Rapid Assessment:

▶ What was the group's profile before the pandemic started in terms of factors including: employment in decent jobs; informality; type and level of occupations; qualifications, incomes, job stability, savings, debt, access to sufficient food, access to smart phones and other ICT, housing, healthcare services? What is the character of any disadvantage members of the group face in the labour market? How does their employment experience differ from other members of society?

▶ What access do they usually have to education, training and skills development? What are the main providers to the group? What types of course? What levels? How is it delivered (at institutions, at employers, by the public employment service, in the community, e-learning through mobile/cell or computer, by workers organizations or professional organizations, by suppliers to businesses, by NGOs, …)?

▶ What impact has education/training/skills development for the target group had on its members labour market outcomes in recent years? How successful is it in bridging from unemployment, from being outside the labour market or from informality into decent jobs?

▶ What has been the target group's experience of the pandemic so far? What is the current situation of the target group of workers in terms of factors such as employment, incomes, savings, debt, access to sufficient food, access to smart phones and other ICT, housing, healthcare services?

▶ What is the outlook for the target group of workers while the pandemic continues in terms of factors such as employment, incomes, savings, debt, access to sufficient food, access to smart phones and other ICT, housing, healthcare services?

▶ What access do members of the target group currently have to education, training and skills development (now, during the pandemic)? What impact has the pandemic had so far on provision of education, training and skills development for the group?

▶ How high a priority do members of the target group themselves place on access to education/training/skills development during the pandemic? If opportunities are created that are accessible and tailored to their employment needs, what proportion of the group would be interested in using them?

► To what extent do members of the group have literacy, numeracy, IT user skills, and learning skills that would enable them to benefit from e-learning and blended learning? (These are often being used internationally to deliver training safely during the pandemic.) To what extent are members of the target group fluent and literate in whatever languages are mostly used to deliver training in the country? (If they are mostly only fluent and literate in minority languages, more localization of content would be needed.)

► How high a priority, before this Rapid Assessment is undertaken, do policy makers, representatives of the target group, public employment service, education and training providers, NGOs and others already place on providing education, training and skills development for the target group during the pandemic? What are they already doing? How many are they reaching?

► Do members of the target group need additional skills just to get them and their families safely through the pandemic period? Agronomy? Entrepreneurship? Household budgeting? IT user skills? Home repair?

► What are the realistic employment opportunities for members of the target group that could be enhanced by better skills? Opportunities while economic activity is still depressed? Opportunities likely to be available when the crisis ends and economic activity recovers?

► Are there specific technical skills that members of the group could learn that would prepare them to take up these opportunities? If so, can you give a very rough indication of how many job opportunities could be available, and over what time period? What are the options for how training could be provided to the target group to meet these skills needs? (Classroom versus e-learning versus workplace learning ...; public employment service versus TVET versus university versus community organization versus NGO ...; long course versus short course).

► What skills useful across a wide range of occupations could prepare members of the target group significantly better to take up a range of employment opportunities?

  • Stronger foundation skills (literacy and numeracy)?

  • Stronger core employability skills (problem solving, team working, communication skills, workplace readiness, IT literacy, sense of responsibility ...)?

  • Stronger transferable technical skills (digital skills; administrative, customer relations and related skills; people management skills; skills for green jobs and environmental sustainability; language skills; entrepreneurial skills)?

► What existing training provision for this target group, or on other groups with similar needs, has already been successful in improving employment outcomes in recent years? What training provision deployed in response to past economic crises was successful in improving employment outcomes? Have these measures targeted effectively the skills needs just discussed? Would it be useful to scale up or re-introduce these types of provision?

► Considering each of the target groups of workers under consideration, which groups or subgroups will have their prospects improved most by skills interventions to improve employability? Will any have good employment outcomes anyway that are not improved much by interventions? Will any have poor employment outcomes regardless of whether there is an intervention?

The following questions are lightly adapted from the guideline on topics for sectors in which COVID-19 has a significantly negative impact on employment.

▶ Based on this discussion:
   • What are the top priorities for action to reskill or upskill members of the target group
   • What are the top priorities on action to members of the target group who are currently unemployed or on furlough?
   • When addressing these questions, the interviewer should be prepared to prompt about digital skills, skills for green work, skills for OSH, administrative skills, customer relations skills, people management and team-leading skills, language skills, literacy and numeracy, language skills and core employability skills, as well as the core technical skills required for occupations.

▶ What can the public employment service do? What can TVET providers do to help? What can universities do to help? What can other providers of education and training, such as providers of short courses or professional bodies, do?
   • Is there scope to repurpose existing education and training provision?
   • Is there scope to deliver existing curricula to meet the skills need through innovative mechanisms, such as collaborations between employers or unions, and providers of education and training, possibly delivered through online learning?
   • Is there scope to provide useful education and training for members of the group who are unemployed, on furlough or underemployed?

▶ What can be implemented quickly, perhaps by adapting existing provision?

▶ What can be scaled up quickly?

▶ What should be done centrally to reach members of the group needing training, perhaps through the public employment service or through a centrally coordinated programme to provide training? What ministries and other bodies should be involved?

▶ What institutional mechanisms and arrangements are needed for government, industry, the social partners and providers of education and training to collaborate on validating and implementing the initiatives that will be recommended?

▶ What should be done bottom-up by education and training providers, or by providers of short courses? What should other bodies, such as ministries, qualification authorities, funding bodies and regulators do to allow them to make this happen?

Annex 4.
Guidelines for the analysis of the rapid skill assessment surveys

1. Introduction

Provided below are guidelines to assist with the analysis of the surveys. Consideration is given to:

▶ sampling;

▶ ensuring that the data are as representative as possible of the populations of interest;

▶ setting up standard variables for the analysis and quickly assessing findings;

▶ suggestions for analysing the surveys of, respectively, employers and individuals.

As the country expert working on all parts of the Rapid Assessment you will be best placed to decide the key issues for analysis in the survey and how any findings can be presented in a way that will have an input into the Rapid Assessment outputs and policy discussions. The guidelines provided here are intended to assist you with providing timely information from the surveys.

The outputs from the online survey will be given to you in the form of a (i) spreadsheet (e.g. Excel); and/or (ii) a Stata or SPSS data set, depending upon your preferences.

2. Sampling

Ideally a sampling frame is required for the surveys, such as a register of employers, or a list of economically active people. Where such a sampling frame is available, it will be possible to design an approach to sampling such as, for example, using a simple random sample or a stratified sample with quotas. It is then a relatively straightforward process to identify the size of sample depending upon the size of the population, the margin of error considered acceptable and associated confidence intervals sought.

However, it is assumed that for the current study that there will be neither a readily available sampling frame(s) nor sufficient time available that will allow a sample design to be constructed and implemented. This simply reflects the real world situation and the need to collect information rapidly. The aim is to obtain as many responses as possible by asking various parties to distribute the link to the questionnaire and for respondents to suggest others who might fill it in as well as themselves (i.e. a snowballing approach). It may be that some respondents will complete the questionnaire through a telephone survey with the interviewer recording the answers online. If this is undertaken, it will be best to make a paper copy of the response to maintain a record of the response.

Suggestions are provided below with respect to how the data might be weighted so that it reflects, as far as possible, what is known, respectively, about the populations of employers and economically active individuals.

3. Improving the representativeness of the surveys

By way of preparation for the analysis you might want to consider whether the datasets need weighting so that the findings reflect the characteristics of the population in which you are interested. It is anticipated that the need to rapidly implement the surveys will not provide sufficient time to develop a systematic approach to sampling (e.g. by using a simple random sample, or using some form of stratified / quota sampling). As noted above, in many respects the aim is to obtain as many responses as possible from the surveys bearing in mind that response rates to online surveys are sometimes small.

If you decide to weight the data then you will need some information on the population of interest. For example, in the case of the employer survey, you might want to weight the data so that reflects the population of workplaces according to size of establishment or industrial sector or subsector. The population data may contain data which provides information on the percentage of workplaces by each sector or subsector and by size band. Weighting by sector is most likely to be useful if a survey is not targeted on specific sectors, so the responses come from a wide range of sectors. Weighting by subsector might be relevant where a survey is targeted on a sector that has a number of distinct subsectors expected to have different characteristics.

Survey data can be weighted as follows.

1.   By comparing the percentages in the survey population to those obtained from the survey, it is possible to calculate the weight by dividing the population estimate (column A in Table 1 below) by the survey estimate (column B). The weight is provided in column C.

2.   You may want to derive a weight derived for two variables. If the example of size and sector is taken, this will require a matrix of size by sector for the population data. One could simply look at the ratios between the data in the population matrix with that in the corresponding matrix from the survey data to produce the weights (see Table 2).

3.   These weights can then be applied to the data by writing some code. For example, in SPSS a variable would be created based on the information in Table 2 and then the WEIGHT function would be used to weight the data accordingly.

The example provided above is based on using two variables to weight the data. You may prefer to use just one weight, say that for size of workplace, in which case the weight is that contained in column C of Table 1.

▶ **Table 1. Estimating Weights: An example with one variable**

	Population estimate (A)	Survey estimate (B)	Weight (C)
Sector			
Agriculture	25	5	5.0
Industry	30	40	0.8
Marketed services	20	35	0.6
Non-marketed services	25	20	1.3

▶ **Table 2. Example Weighting Matrix with two variables**

Sample data	Size of workplace (percentages)				
	Less than 10	10-24	25-99	100-249	250+
Agriculture	19	1	3	1	1
Industry	5	5	5	10	5
Marketed services	2	4	8	4	2
Non-marketed services	2	4	7	8	4
Total	28	14	23	23	12

Population data	Size of workplace (percentages)				
	Less than 10	10-24	25-99	100-249	250+
Agriculture	13	5	4	2	1
Industry	17	5	5	2	1
Marketed services	11	4	3	1	1
Non-marketed services	14	5	3	2	1
Total	55	19	15	7	4

Weighting Matrix	Size of workplace (weights)				
	Less than 10	10-24	25-99	100-249	250+
Agriculture	0.7	5.0	1.3	2.0	1.0
Industry	3.4	1.0	1.0	0.2	0.2
Marketed services	5.5	1.0	0.4	0.3	0.5
Non-marketed services	7.0	1.3	0.4	0.3	0.3

In the case of the survey of individuals, the above process can be replicated using whichever indicators you think appropriate – e.g. age, gender, sector of employment, etc.

The approach to weighting suggested above is a relatively simple approach designed to provide a means of quickly amending the data so that it reflects better the population of interest.

It may be that the weights produced are large (however that might be defined) such that too much weight is being attributed to a single respondent. In this case it may be preferable not to use the weighting. At the end of the day, the surveys are designed to be indicative of developments in the labour market which can be compared to other sources of data. It is therefore suggested that whilst some consideration needs to be given to weighting the data, not too much time and effort is devoted to this task, especially so if population data are dated.

The national statistical agency in your country is probably the best source of information on survey population data such as employment by sector or unemployment by age cohort. This may be derived from census data, business registers, and household surveys (including Labour Force Surveys [LFSs]).

4. Standard variables (for cross-tabulations)

Once you have received the dataset it is possible to begin looking at the results.

Some of the questions in the survey ask for information at a detailed level of disaggregation. This is typically the case with regard to size of workplace, sector, and occupation. The data have been collected at a detailed level of disaggregation so that you have some flexibility with regard to how some variables are constructed. So the first task is to recode any variables to meet your needs.

An initial assessment of the data can be obtained by looking at frequency distributions for each of the questions. This will give you a ready means of assessing some of the key findings from the survey. In addition to looking at frequency distributions, it may also prove useful to cross-tabulate each variable by a common set of variables.

For the employer survey, it may well prove useful to cross-tabulate each variable (or question in the survey) by:

▶   size of employer; and

▶   sector or sub-sector.

Depending upon the analysis being conducted one may want to reduce the number of categories in each of these variables. This will to some extent be dictated by the number of responses to each category. In the case of sector, if the survey is across all sectors, then one may want to recode this variable as follows (see Table 3).

▶ **Table 3. Recoding of variables – example of recoding industrial sectors**

Classification used in survey	Possible recoding					
	Industry			Marketed services		
	Primary and utilities	Manufacturing	Construction	Distribution, transport, and hospitality	Other marketed services	Non-marketed services
Agriculture, forestry and fishing	X					
Mining and quarrying	X					
Manufacturing		X				
Electricity, gas, steam and air conditioning supply	X					
Water supply; sewerage, waste management and remediation activities	X					
Construction			X			
Wholesale and retail trade including repair of motor vehicles and motorcycles				X		
Transportation and storage				X		
Accommodation and food service activities				X		
Information and communication					X	
Financial and insurance activities					X	
Real estate activities					X	
Professional, scientific and technical activities					X	
Administrative and support service activities					X	
Public administration and defence; compulsory social security						X
Education						X
Human health and social work activities						X
Arts, entertainment and recreation					X	

For the survey of individuals there are also variables against which it might be useful to cross-tabulate each variable, including:

▶ gender;

▶ age;

▶ sector of employment;

▶ employment status (employee / self-employed / not in employment);

▶ current occupation (ISCO 1-digit question).

By producing a series of cross-tabulations using the variables listed above then it will be possible to gain a quick insight into the key findings from the survey.

In the survey of individuals, the respondent's job title is asked for. In addition to this respondents have been asked to say whether they work in a certain type of job (coded according to 1-digit ISCO). This means you have a ready coded variable but also have access to more detailed information about the respondent's job (or last job if not in employment). Potentially the job title information can be classified according to any occupational classification, including ISCO, at a high level of disaggregation.

Several questions in the survey are multiple response ones. Depending upon the software you use to analyse the surveys you may need to add together several separate variables to capture all of the responses. In other words, each response may be coded as a variable (see below).

▶ **Example of a multiple response variable**

B.17 In the three years up to 2019, have any of the following been introduced at the place where you work? [PLEASE TICK ALL THAT APPLY]

☐   1.   Goods innovations: the production of new or significantly improved goods

☐   2.   Service innovations: the delivery of new or significantly improved services

☐   3.   Production innovations: new processes used to produce its goods and services

☐   4.   Improvements in the efficiency with which goods and services are produced

☐   5.   None of the above

Categories 1 to 5 may be coded as separate variables in some software packages (coded as a binary variable) rather than being contained in a single multiple response variable.

When producing or reporting tabulations and frequency distributions there is a need to check the bases used for calculating percentages and any use of weighting that changes the raw percentages should be mentioned in a note to the table. For example, where questions are asked of, say, all respondents, every frequency distribution or cross-tabulation which refers to all respondents should have the same overall totals in the table. For example, if one cross-tabulates employment status by A15, one might end up with the table that looks something like the following (see Table 4).

▶ **Table 4. Example Table 1**

A15	In employment	Self-employed	Not in employment	Total percentages
Yes	25	20	15	20
No	75	75	70	73
Don't know	-	5	15	6
Base (percentages)	**100**	**100**	**100**	**100**
Total (responses)	**75**	**27**	**43**	**145**

Base: all respondents

If one were then to cross-tabulate employment status by B17, say, then would expect it to have the same totals as the previous tabulation (i.e. the shaded areas should be the same). This ensures that like is being compared with like (see Table 5).

▶ **Table 5. Example Table 2**

B17	In employment	Self-employed	Not in employment	Total percentages
Very likely	10	12	15	12
Likely	25	17	15	19
Not likely	35	56	45	45
Not at all likely	20	10	18	16
Don't know	10	5	7	7
Base (percentages)	**100**	**100**	**100**	**100**
Total (responses)	**75**	**27**	**43**	**145**

Base: all respondents

If differential non-response to some questions is an issue you may wish to relax the requirement to have consistent bases for tables and frequency distributions. One may prefer to re-base the frequency distributions or tables so that they exclude non-responses (so the base becomes all who answered the particular questions used to construct the table).

If you decide to weight the data it would be advisable to compare the weighted and unweighted percentages just to make sure that the weighting is not producing major changes in the data (i.e. large weights are being applied).

5. When to close the surveys

The target sample size is usually determined with regard to the level of confidence, statistical power, etc. This is less of a consideration here because the aim is to quickly collect as much data as possible in a short space of time. As a rule of thumb, one may want to close the survey based on when:

▶ the results are needed (for example, you may want to run the survey for four to six weeks);

▶ a minimum number of responses, say, 100 to 150 for the surveys of employers and individuals respectively.

There are no hard and fast rules here. You will just need to make your own judgement. You will have an idea of what you consider a reasonable number of responses in your country. You will also have an idea of how much detail you want to provide in your analysis. If, for example, you are interested in knowing the sectoral response to COVID-19, then you might want to achieve a minimum number of responses in each sector of interest. Similarly, if you are interested in the impact of COVID-19 on age, then you might want to set a minimum number of responses by age group.

6. Analysis and reporting

The general structure of both questionnaires is the same insofar as they ask about:

i. The position of the employer or individual at the end of 2019
(i.e. before the current pandemic commenced);

ii. The position currently; and

iii. How have things changed since the pandemic started.

Additionally, the aim of the surveys is to capture information on:

iv. Negative aspects of the pandemic, such as:

    a.   jobs / hours of work lost;

    b.   which groups of workers have been most affected

v. Mitigation measures or activities, including:

    a.   how some jobs may have been protected;

    b.   new ways of working

vi. Responses to COVID-19:

    a.   what new opportunities have arisen (i.e. new market opportunities);

    b.   new skill needs associated with COVID-19 responses.

As noted earlier, the purpose of the surveys is to provide an additional piece of information on the experiences of employers and workers which can be added to other sources of information and thereby contribute to the overall understanding of how COVID-19 is affecting the demand for employment and skills.

The design of the questionnaires used in the surveys had an underlying premise that economies and labour markets will recover from the economic downturn associated with the pandemic. It is important to understand the skill demands which will arise during the recovery period so that preparations can be made now to ensure supply is in place. It is known that recovery from economic downturns can be hampered or slowed down by skill shortages while, at the same time, some people experience difficulties finding work because their skills are not matched to employer demand.

6.1 Survey of employers

The survey of employers is designed as an establishment survey. In other words, it is about employment and skills in the workplace where the respondent is based. The establishment, or workplace, may be part of a larger organisation or enterprise. While there are some questions about the enterprise to which an establishment may belong, the majority of questions are about the establishment or workplace.

The principal management respondent should be the person in the organisation who is responsible for human resources. In small organisations this is likely to be the owner-manager, in larger organisations there may be dedicated human resources/personnel manager.

The questionnaire is structured as follows:

A. The organisation / enterprise

B. Employment in the organisation

C. Employment changes since COVID-19 (mainly about job losses)

D. Areas where there have been job gains

E. How work of existing employees has changed

F. The future

G. Further information about the organisation

As already mentioned the survey is very much about understanding changes in the demand for skills as a result of the pandemic. The structure of the questionnaire provides a basis for thinking about how the analysis might be structured. You as the analyst are best placed to decide how this should be undertaken. The text provided below is designed to prompt thinking about how the analysis might be undertaken. The ILO Guidelines document sets of the aims and objectives of the Rapid Assessment and this will need to be adhered to in undertaking the analysis. More prosaically, the questions which might be addressed in analysing the responses to the employer survey include:
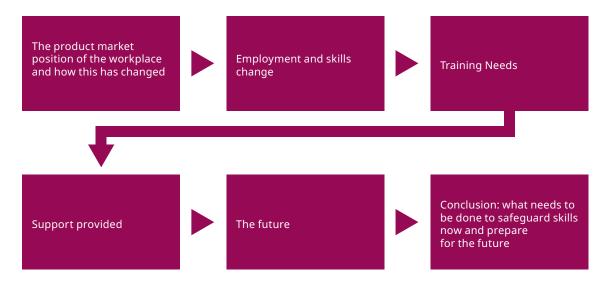
▶ the jobs and skills which have been lost as a consequence of the pandemic;

▶ identification of the new or emerging skill needs;

▶ importance of training in meeting new skill needs and its availability;

▶ the support which employers have been able to access and their assessment of its adequacy;

▶ views about the future.

Figure 1 outlines how one might approach the analysis and Table 6 provides information on the sections of the questionnaire associated with each element outlined in Figure 1. First, consideration can be given the business position of the organisation: how was it doing before COVID-19 and what is its current position. This provides context for the analysis and useful findings in its own right. This can then be built upon by looking at the change in employment and associated skill needs. The questionnaire collects detailed information about:

(i) those jobs and skills which have been lost;

(ii) new jobs which might have created; and

(iii) how the jobs and skills of existing workers might have changed.

The questionnaire also collects information about the employers' delivery of training to their employees, and the relative ease of providing that training. In looking at how employers have responded to COVID-19, there are a series of questions which ask about the forms of support and information employers have received and whether it has been adequate. Since an important element of the assessment is to understand skill needs in the economic recovery period, a series of question ask about the employer's view of how their business is likely to develop over the next six and twelve months. It is suggested that the conclusion provides a summary of the key points and tries, if possible, to link them together in thinking about the implications of the current pandemic on likely future skill needs.

▶ **Figure 1. Structure of the analysis of the establishment survey**

▶ **Table 6. Sections of the questionnaire relevant to different aspects of the analysis**

Section of report on survey	Questionnaire
The workplace	Sections A and B provide information on the establishment along with key questions in Section G about its financial position and how this has been affected by COVID-19
Employment and skills	Section B contains information about the change in employment numbers and the reasons for these. Section C asks in more detail about the specific jobs which have been lost and the reasons why, Section D asks about the jobs where the number of people employed has increased, how these jobs have been filled, and the associated skill needs. Finally, Section E contains questions which ask about how the jobs of existing employees have changed and whether this has given rise to a demand for new skills.
Training needs	Section D and E contain information on the training needs associated with new jobs and those of existing employees where their jobs have changed. Questions are also asked about any difficulties experienced in supplying training.
Support and information	The end of Section E asks the employer about their sources of information and support relating to COVID-19
The future	Section F provides information on the employer's views about how employment is likely to change in the next six and twelve months respectively. It also asks about the opportunities which might be provided as a result of COVID-19, and whether the company will introduce changes to make it more resilient to future shocks of one kind or another. It is also perhaps worth looking at the questions in Section C which ask about filling jobs which were lost during the pandemic.
Conclusion	This requires a synthesis of the information provided above.

6.2 Analysis: Survey of individuals

The survey of employers asks a series of general questions of all respondents which ask about how their situation has changed since the pandemic started. Depending upon the current employment position of the respondent, questions are asked, respectively, about those who are in employment (employees), in self-employment, and who are not in employment but economically active. In summary the structure of the questionnaire is as follows:
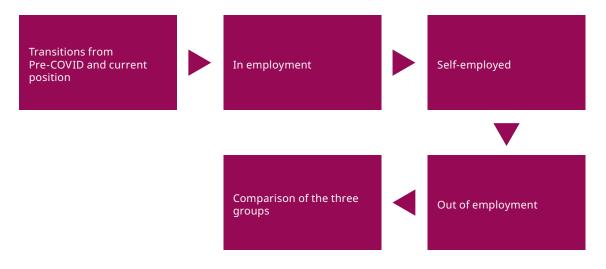
▶ Section A also collects core information about current situation of those in scope and then filters them according to whether they are:

  • an employee (Section B);

  • self-employed (Section C);

  • not in employment but economically active (Section E).

▶ Section D asks about the skills and training needs of those in employment or who are self-employed.

▶ Section F asks about the role careers guidance can play in assisting people with their careers.

▶ Section G asks about the personal details of the respondent.

The general approach is the same as that in the employer survey: i.e. identifying the respondent's current position and then ascertaining how this has changed since COVID-19 (using end of 2019 as baseline).

Whereas the employer survey offers the opportunity to compare how establishments of different types (e.g. by sector and size of the workforce) have responded to COVID-19, the survey of economically active individuals potentially offers scope for looking at individuals with differing characteristics. It offers the opportunity to compare the situation of those in employment, in self-employment, and not in employment and to further disaggregate this by, for instance, age, gender, nationality, formality of job, etc.

A way of structuring the analysis is as set out in Figure 2. To start with the analysis might look at the transitions between the situation at the end of December 2019 and the situation now. The analysis would then go on to look at each of the three employment groups separately.

▶ **Figure 2. Structure of the analysis of the survey of individuals**

For those in employment (employees) and self-employment the analysis would focus on:

▶ Change in job

- Whether any change in occupation or sector
- Changes in terms and conditions of employment (e.g. permanence, hours worked, etc.)
- How content of job has changed

▶ Experience of training

- Whether engaged in any health and safety training since pandemic started;
- Whether engaged in any other type of training
- Whether would have liked any training but unable to access it
- Difficulties accessing training
- Whether think skills are matched to job

▶ Importance of career guidance to the individual

▶ View about the future

- Job security
- Likelihood of finding another job if current one lost
- Whether would need to retrain to get another job

For those in self-employment questions are also asked about whether the person became self-employed as a consequence of COVID-19 and whether they are looking to become an employee.

For those who are out of work information needs to be provided on:

▶ Previous employment

- Type of job
- Why loss of job, especially if due to COVID-19

▶ Training while out of work

- Type and amount of training
- Who provided training
- Volunteering
- Relevance of skills / activities to COVID-19
- Importance of career guidance to the individual

▶ The future

- Likelihood of finding another job if lost current one
- Whether would need to retrain to get another job (and if so, which skills).

Table 7 provides a summary of where information relating to the above are contained in the questionnaire.

▶ **Table 7. Sections of the questionnaire relevant to different aspects of the analysis**

Section of report on survey	Questionnaire
Transitions	Sections A provides information on the current position of the individual and how that has changed since COVID-19
In employment (employees)	Section B contains information about the jobs of those currently in employment and their job security. Section D contains information on their training experiences and desires but it will require the data to be filtered according to whether the person is an employee. Section F contains information on careers guidance but will also need to be filtered according to current employment status
Self-employed	Section C contains information about those who are currently self-employed. Section D contains information on their training experiences and needs but it will require the data to be filtered according to whether the person is self-employed. Section F contains information on careers guidance but will also need to be filtered according to current employment status.
Out of work	The end of Section E contains information on the activities of those who are out of work and their engagement in training activities and their views about the future.
Conclusion (comparison between the three groups)	It is suggested that the concluding section compare the situation of the three main groups – employees, self-employed, and those out of work – with respect to their training and skill needs and views about the future.

6.3 Synthesis

As mentioned throughout, the surveys are just one element of the rapid assessment. The data from each survey can be compared to find out whether the experiences of people working in a various sector (as reported from the survey of individuals) is consistent with the data from the employer survey for those establishments in the same sector. If one were looking at data on the training experiences of individuals where they receive relatively little training, the data on the difficulties employers face in delivering training might help explain the results.

So one can use the two surveys in this way to indicate what might be happening in practice. This can also be explored in the interviews with stakeholders, which represents another element of the Rapid Assessment.

7. Suggested further reading

If you are interested in learning more about surveys, the following may provide useful information:

▶ on weighting, see - https://ukdataservice.ac.uk/media/285227/weighting.pdf

▶ on establishment surveys, see the ILO guide - https://www.ilo.org/skills/pubs/WCMS_548324/lang--en/index.htm

▶ on sector studies, see - https://www.ilo.org/skills/areas/skills-training-for-poverty-reduction/WCMS_534313/lang--en/index.htm