Labour Market Information
-Issues in Collection, Analysis and Dissemination

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Labour Market

Context

Laws
Policies
Macro Env.
Business Env.

Labour Demand

Employers
Enterprises
Informal Sec.

Labour Supply

Households
Schools
VT inst.
Tertiary Edu.
“Issues pertaining to current practices in Labour Market Information Collection, Analysis and Dissemination”
INFORMATION
INFORMATION — A LOT IS AVAILABLE
Key Indicators of Labour Market (KILM)

- 1. Labour force participation rate
- 2. Status in employment
- 3. Employment (by sector, by occupation)
- 4. Part-time workers
- 5. Hours of work
- 6. Employment in the informal economy
- 7. Unemployment
- 8. Time-related underemployment
- 9. Persons outside the labour force
- 10. Educational attainment and illiteracy
- 11. Wages and compensation costs
- 12. Labour productivity
- 13. Poverty, income distribution, employment by economic class and working poverty
Labour Force Participation Rate

IPS, based on LFS data
Unemployment rate

- Level of education:
  - Post graduate
  - Degree
  - Passes A/L
  - Secondary completed
  - Below secondary
  - Primary

- Location:
  - Estate
  - Rural
  - Urban

- Age group:
  - Adult (30 to 64)
  - Youth (15-29)

- Sex:
  - Female
  - Male

IPS, based on LFS data

2014* vs. 2006*
INFORMATION — BUT THERE ARE GAPS
Labour Supply - National (LFS)

Working Age Population

Economically Active
- Employed
- Unemployed

Economically Inactive
- Household work
- Students
- Unable to work (old/disabled)
Labour Supply - Global

[Diagram showing the flow of labour status from employed, unemployed, and inactive within Sri Lanka to employed, unemployed, and inactive abroad.]
## Data Gaps

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>• Private education not included&lt;br&gt;• Formal available, not vocational</td>
</tr>
<tr>
<td>Training institutions</td>
<td>• Not streamlined&lt;br&gt;• Effectiveness not known</td>
</tr>
<tr>
<td>Vacancies</td>
<td>• By skill levels</td>
</tr>
<tr>
<td>Migrant information</td>
<td>• No systematic information</td>
</tr>
</tbody>
</table>
## Question 76: What is your highest completed education level?

1. Without education  
2. 1-4 grades of primary education  
3. 5-7 grades of primary education  
4. Primary education  
5. 2 years of secondary education  
6. 3 years of secondary education  
7. 4 years of secondary education  
8. Higher vocational education  
9. Tertiary edu, faculty, academy  
10. Master's degree  
11. Doctorate

## Question 77: What is the education field of your highest completed education level? (Macedonia LFS)

1. **000** General programmes  
2. **100** Training of teachers and education science  
3. **200** Humanities, languages and arts  
4. **222** Foreign languages  
5. **300** Social sciences, business and law  
6. **400** Science, mathematics and informatics  
7. **420** Life sciences (including physics, chemistry and earth science)  
8. **440** Physical sciences (including physics, chemistry and earth science)  
9. **460** Mathematics and statistics  
10. **481** Informatics

Macedonia, LFS
Macedonia, the Moldova and the Republic of the Philippines all define ‘population’ to include those who are absent from the household.

Types of migrants:

– Overseas workers
– Household members of overseas workers
– Persons working as diplomats or other government officials, persons in UN organizations
– Persons who are on board ocean going vessels and their families
– Students and their families
– Persons who are receiving medical treatment and their families
Data Gaps - Returnee workers

• The LFS of Macedonia
  – Collects information on returnees working within the country by inquiring about their residence one year ago.
Questions on remittances in the Survey on Overseas Filipinos

**Question 21**: Did the family receive any cash remittance from _____ during the period April to September 2015?

**Question 23**: How do you usually receive the remittance during the period April to September 2015? (e.g., Bank, Agency/ Local office, Friends, other)

**Question 24**: How was the remittance of _____ spent? Please provide the estimated per cent share with the following choices: (e.g., consumptions, investments, gifts, other)

**Question 25**: Did _____ return during the period April to September 2015?  
1 YES 2 NO, (SKIP TO Q27)

**Question 26**: How much cash did he/she bring home during the period April to September 2015? (ENTER AMOUNT AND CURRENCY)
INFORMATION — USEFULNESS CAN IMPROVE
How to improve usefulness

• Needs to be timely
• Needs to be comprehensive (vocational training)
• Comparable across data sources
  – LFS, SLBFE
• Use of International classifications
  – ISCO, ISIC, ISCED
• Match data from different sources
Matching data sources

LFS

Census of vocational training institutions

Combined
INFORMATION - SOURCES
Department of Census and Statistics

**LFS**
- Structured Information
- Migrants not covered, limited sample
- Skills and education data limited

**Labour Demand Survey**
- Labour demand information
- Occupation codes needed
- Information on skills demanded

**Census of govt. and semi-govt. sector employment**
<table>
<thead>
<tr>
<th>Census and Statistics Survey</th>
<th>Information Provided</th>
</tr>
</thead>
</table>
| HIES                        | • Employed poor; education  
                            | • Wage and earning information                          |
| Population Census           | • Information on S&T workers,                           |
|                             | • Limited access                                         |
| Survey of Industries        | • Some demand side information                          |
|                             | • Industry structure                                     |
| Economic Census             | • Demand side information                                |
| Agriculture Census          | • Detailed information on agricultural activities        |
Proportion of workers without a degree was high for some categories of S&T workers

Source: IPS, DCS, Census 2012
Employed by type and level of difficulty and sector of employment

Source: IPS, DCS, Census 2012
Other Sources

- **Migrant workers (SLBFE)**
  - Not aligned with LFS
  - Administrative data – not comprehensive

- **Migrant workers (Big data, Customs)**
  - Data not available

- **Workers in industrial zones (BOI)**
  - Limited access to data
  - Information not systematically collected

- **Industrial Organizations**
  - Ad hoc
  - Labour shortages by skill levels
ANALYSIS
ANALYSIS - LABOUR FORCE TRENDS
Labour force trends

IPS, based on Census 2012 and LFS data
Main finding: Sustaining labour supply is a challenge...

- Slow population growth
- Declining LFPR
- Foreign employment
- Stagnating LF growth
## Percentage point difference in LFPR 2006-2014

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Percentage point difference in LFPR 2006* -2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Graduate</td>
<td>-6.8</td>
</tr>
<tr>
<td>Degree</td>
<td>-5.3</td>
</tr>
<tr>
<td>Passes A/L</td>
<td>-5.2</td>
</tr>
<tr>
<td>Secondary completed</td>
<td>-6.8</td>
</tr>
<tr>
<td>Below Secondary</td>
<td>-5.3</td>
</tr>
<tr>
<td>Primary</td>
<td>-2.8</td>
</tr>
<tr>
<td>Estate</td>
<td>-0.1</td>
</tr>
<tr>
<td>Rural</td>
<td>-2.3</td>
</tr>
<tr>
<td>Urban</td>
<td>-0.8</td>
</tr>
<tr>
<td>Adult (30 to 64)</td>
<td>-1.1</td>
</tr>
<tr>
<td>Youth (15-29)</td>
<td>-1.2</td>
</tr>
<tr>
<td>Female</td>
<td>-2.6</td>
</tr>
<tr>
<td>Male</td>
<td>-0.8</td>
</tr>
<tr>
<td>Total</td>
<td>-2.0</td>
</tr>
</tbody>
</table>

IPS, based on LFS data
Why youth participation has dropped?

IPS, based on LFS data
But education participation is not at the tertiary level

20-24 year olds

- 2014:
  - School: 2.2
  - University: 4.1
  - Vocational/Technical Institution: 2.4
  - Other Edu Institution: 6.1
  - Does not Attend: 4.3

- 2006:
  - School: 1.3
  - University: 2.1
  - Vocational/Technical Institution: 2.2
  - Other Edu Institution: 3.5
  - Does not Attend: 2.2

IPS, based on LFS data
Main finding: Sustaining labour supply is a challenge...
Departures for foreign employment, by gender

Source: IPS, SLBFE data
ANALYSIS – KNOWLEDGE BASE WORKERS
Proportion of employed in high skilled occupations (%)

- United States: Professionals (22.6%), Technicians and associate professionals (18.2%)
- Germany: Professionals (17.8%), Technicians and associate professionals (21.4%)
- United Kingdom: Professionals (24.0%), Technicians and associate professionals (12.9%)
- Russian Federation (2010): Professionals (18.8%), Technicians and associate professionals (15.4%)
- EU 28: Professionals (18.2%), Technicians and associate professionals (15.7%)
- Brazil (2009): Professionals (7.5%), Technicians and associate professionals (7.3%)
- Sri Lanka (2012): Professionals (6.8%), Technicians and associate professionals (6.4%)
- Indonesia (2010): Professionals (4.8%), Technicians and associate professionals (2.3%)
- India (2011): Professionals (3.7%), Technicians and associate professionals (3.3%)

Source: Arunatilake, 2016
ANALYSIS – WAGE GAP
Wage Gap (Male vs. Female)

Skilled agricultural, craft workers, machine operators, elementary occupations

Clerks, service and market sales workers

Senior officials, Professionals, Technicians

Source: IPS, LFS
Hourly Wage Difference: Public vs. Private

Source: IPS, LFS
DISSEMINATION
DCS Analysis

- Reports
- Website
- Researchers
- Ministries
Needs to be strategic

- Policy Changes
  - Curriculum reforms
  - Enterprise HRM policies
  - LM policies

Labour Demand

LMIS

Labour Supply
Information
A lot available
But still gaps
Streamlining can improve usage of data
Access needs to improve

Analysis
Time series analysis available on KILM
But, needs to change with time
More advance analysis needs to be done
Funding for analysis of data

Dissemination
Knowledge is scattered
Needs to be strategic and policy oriented
Labour Market Bulletin