



Local Labour Market Study

In District Sahiwal for

Exploring Employability & Economic Opportunity through
Vocational Skills Training



International Labour Organization

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LIST OF ABBREVIATIONS

ILO:	International Labor Organization
ILO-IPEC:	ILO International on the elimination of child labor
VT:	Vocational Training
VTI:	Vocational Training Institute
NRSP:	National Rural Support Programme-
IRM:	Institute of Rural Management
UN:	United Nations
NPPA-CL:	National Policy and Plan of Action to eliminate Child Labor
EC:	European Committee
NTBP:	National Time bound Programme Framework
CBOs:	Community Based Organizations
CCB:	Citizen Community Board
DCC-CL:	District Coordination Committee on Child Labor
CLM&R:	Child Labor Monitoring and Referral System
PPS:	Probability Proportional Size
PSUs:	Primary Sampling Units
SSU:	Secondary Sampling Units
TSU:	Third Stage Sampling Units
UC:	Union Councils
ICT:	Information and Communication Technology

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Executive Summary

The main objective of this study is to determine the needs of the target children and develop strategies that could enable ILO-IPEC to achieve the project objectives concerning their employability and decent economic opportunities through VT. Primary focus of this study is to determine the socio-economic characteristics of the child workers, particularly those facing abusive work environments in the target areas, in order to assess their capabilities, aptitude and potentials to join decent/non-hazardous works through skills development and training. Moreover, the socio-economic characteristics of the parents of the working children have also been ascertained. In addition to that the existing job market requirements for decent jobs (self or employed) are also analyzed using the information gathered from major employers in the target areas. The quality and relevance of the training programmes offered by the existing training institutes in the District have also been assessed.

The results are based on the survey data which was conducted in the District of Sahiwal during May 2011 by a well-trained team. Separate questionnaires were used for the target beneficiaries, the parents of the target beneficiaries, the local employers and for the training institutes. A brief summary of the major findings is given below.

A majority of the working children are illiterate (69%) and lack the required skills (87%) for a decent job (self or employed). The 63% of the working children earn a very small income (less than Rs. 3000 per month), despite facing multiple challenges at work places like long working hours, harsh working conditions and even physical abuse. The children or their families have no savings in most of the cases (95%).

The 20% of the parents of the working children are unemployed and 40% of them are illiterate. The only valuable asset that they generally own is the house, in which they reside. A majority of the parents earn less than Rs. 3000 per month with a median household size of 4-6 persons. That is why 60% of the parents have put their children to work to meet the financial needs of their families, but still 84% of them desire further education for their children. The 55% of the parents receive transfer payments from Social Security Networks (SSN) programmes, and 80% of them have not borrowed any loan.

The major trades demanded in the market include those of electricians/auto-electricians, auto-mechanic, denting and painting, tailoring and plumbers. 71% of the potential employers interviewed are in need of workers. One-third of the potential employers require basic literacy (basic numeracy, and reading/writing skills) as one of the requirements for the jobs.

The existing technical/vocational training institutes suffer from a number of problems in terms of the quality and relevance of their courses. The institutes have poor forward (with the potential employers) and backward (with the communities) linkages, are mostly working in isolation. The trainings imparted by these institutes do not match the market demand, and the reasons of unemployment of the graduates of these institutes include inappropriate training and lack of proper skills.

Acknowledgements

It was quite a challenging task to timely deliver the reports on Local Labour Markets in the districts of Sahiwal and Sukkur. However, the task is completed and we are thankful to the God Almighty. The credit goes to the working children with whom we had been engaged throughout this period and for whom this report is generated, to their parents and the communities which extended every possible support and assistance we needed during the survey.

Equally important is the contribution of the field survey teams which were simultaneously launched in the Districts of Sahiwal and Sukkur. They were working during hot summer days and in challenging circumstances.

The information and assistance provided by the key informed persons, community workers, [and officials at the UC offices were of immense benefit and value in compiling this report. They all deserve our deepest appreciation and recognition.

The staff at ILO-Pakistan was of immense support in compiling this report. The colleagues in PMER section, they were always there to provide invaluable comments and feedback, required information from whatever quarter it was to be gathered from, and for their overall coordination throughout the period of report-writing.

Last, but not the least to mention is CEO-N-IRM Mr. Roomi S. Hayat, whose continual support has been a guiding beacon.

Aasim Reza
Manager - PMER

the income levels of the poorest working classes. The economic constraints of these marginalized groups push the children of these families to join the labour force at an early age even at low wages and challenging work environments.

1.1.1

Pakistan has ratified the UN Convention on the Rights of Child, adopted by the UN General Assembly on November 20, 1989. The scope of this convention extends to persons up to the age of 18. Article 32 of CRC reads;

"State Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development".

Pakistan has ratified the ILO Convention 182 of 1999 on 11 Oct 2001, on the Worst Forms of Child Labour. The Convention defines the worst forms of child labour, which comprises: (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflicts; (b) the use, procuring or offering a child for prostitution, for the production of pornography or for pornographic performances; (c) the use, producing or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; and (d) work, which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children. Furthermore, Pakistan has also ratified Convention 138 on 6 July 2006 on the Minimum Age of Employment.

Apart from the international commitments and constitutional provisions, Employment of Children Act, 1995 and Employment of Children Rules, 1995, completely prohibits the employment of children and adolescents in hazardous professions and processes, and regulates the employment of children in all other jobs to ensure the health, safety and physical, mental and moral growth of the child.

1.1.2 Institutional Framework

Under the Rules of Business of the Government of Pakistan, all matters pertaining to Labour are dealt with by the Labour and Manpower Division of the Government of Pakistan. The implementation of the conventions ratified by the Government of Pakistan with the UN and its subsidiaries, including the ILO is also within the purview of the Labour and Manpower Division.

Before the passing of the 18th and 19th Constitutional Amendments, the subject of Labour was in the concurrent list, and therefore the Provincial Governments also could legislate on this subject. However, after the 18th Amendment, w.e.f, April 19th, 2011, all the subjects of the concurrent list have been transferred to the Provincial Governments, including the labour welfare issues like pensions, health insurance, labour and industrial disputes, labour exchanges, employment information bureaus, and regulation of labour and safety in mines, factories and oil-fields. The transfer of the subject of Labour to the Provincial Governments has its own benefits and risks regarding the issue of Child Labour, and elimination of worst forms of child Labour. The benefits come from devolved decision making process at the provincial level, which can take decisions keeping in view their specific conditions and circumstances. The risks lie in the lack of institutional capacity of provincial labour departments to formulate appropriate policies and address the issue of child labour and provide appropriate implementation mechanism.

1.1.3 National Policy and Plan of Action to Eliminate Child Labour (NPPA-CL)

A task force, under the chairmanship of Federal Minister for Labour, was constituted and mandated to develop policies and plans to immediately eradicate worst forms of child labour and progressively eliminate child labour in Pakistan. The NPPA for the elimination of child labour focuses on awareness raising; withdrawal of children engaged in the worst forms of child labour and their rehabilitation through education and vocational training; community mobilization; situation analysis and development of a database on child labour; law enforcement; capacity building of the relevant ministries/departments; enhancing education and skills training opportunities for children; empowerment of poor families, and promoting coordination with functional and social partners.

National Time-Bound Programme Framework, prepared under the NPPA-CL, calls for elimination of worst forms of child labour by 2016.

1.1.4 Combating Abusive Child Labour-II

ILO-IPEC Pakistan with the financial assistance from the European Community (EC) is ~~implementing a project to combat child labour in Sahiwal District~~

being implemented in close collaboration with the Ministry of Labour and Manpower under the National Time Bound Programme Framework (NTBP), 2008-16 which forms a part of the National Policy and Plan of Action to Combat Child Labour (NPPA-CL).

Project interventions are especially designed to pave way for the implementation of the ILO Convention-182 on Combating Worst Forms of Child Labour and Convention-138 on the Minimum Age for Employment. This project, beside other ILO-IPEC projects in Pakistan, is playing an important role in eliminating child labour, especially its worst forms, in Pakistan.

The project has the following three major components.

Holistic District Model: This component includes a blend of different interventions ranging from district policy level to direct support to the target children and their families. Policy level interventions include development of the district education plan, child labour monitoring system, and linkages with the social safety nets. Direct interventions include non formal education for the children of age cohort 5-14 years and literacy and vocational training for the children of age cohort 15-17 years. Health screening and health services will be provided to all target children. Target families of the working children will be linked to the micro credit facilities and will be provided with requisite training to start their own small businesses and alternate income generation activities.

District model also includes intensive social mobilization, sensitization of the major ~~stakeholders~~

Community Boards (CCBs)/Community Based Organizations (CBOs) to act against the child labour in the target communities will be encouraged. Employers and workers will also be sensitized on the child labour related issues through their respective organizations and will

be closely involved in preparation of the codes of conduct for the employers and sub-contractors to curb child labour at the work places. Improvement and establishment of model workplaces, compliant to the Occupational Safety and Health standards, will be promoted.

Institutional Capacity Building: With the assistance from the Project, an institutional mechanism will be developed to monitor the implementation of NPPA-CL, NTBP (2008-16) and the Employment of Children Act 1991. Accordingly, Provincial Coordination Committee on Child Labour (PCC-CL) will be formed at each province and a Provincial Child Labour Unit (PCLU) will be established to implement the decisions of PCC-CL. At the district level, District Coordination Committees on Child Labour (DCC-CL) and the District Child Labour Units will be established to undertake/supervise all child labour related activities at the district. A coordination mechanism will be established for these institutions at the federal, provincial and district levels to interact mutually. An institutional capacity assessment of the concerned government institutions including district governments and provincial labour departments will be conducted and following which these institutions will be supported by the project. A Child labour Monitoring and Referral System (CLM&R) will be introduced and provincial and district labour officials will be imparted training for the establishment and implementation of the CLM&R. Rapid assessments, base line surveys, and occupational safety and health studies will also be conducted to build the knowledge base at the federal, provincial and district levels.

Creation of a Comprehensive Knowledgebase: At the federal level, the project will assist the Federal Bureau of Statistics (FBS) to carry out the second national child labour survey which is essential to update the child labour situation in the country. A federal level communication and advocacy strategy will be formulated jointly with the Ministry of Labour and Manpower. Line ministries, like Ministry of Social Welfare and Special Education and Ministry of Education will be involved when required. The Programme will provide technical assistance to the different Ministries/Directorates.

1.2 Objectives of the Current Study

1.2.1 The Target Group

Around 4,000 children (aged 15-17 years) are targeted for withdrawal from the hazardous working conditions through direct interventions in both the Districts of Sahiwal and Sukkur under the project. Initially, these children will complete a six ~~year~~ basic literacy course. After completing the basic literacy, they will be imparted with the necessary vocational trainings in various trades that would be identified through this study. After the successful completion of the vocational trainings, it is expected that these children will find a decent and non-hazardous employment (self or waged).

1.2.2. Aims of the Study

2. Review relevance of the existing courses, being offered in the Technical and Vocational Training Centers in the target Districts, to the local labour market needs and recommend improvements in the curriculum of these courses;
3. Recommend introduction of new courses, keeping in view the requirements and educational background of the target group of the CAEL II Project. In this regard, the study shall take the following into consideration:
 - Training requirements of the youth based on the demographics/social/gender sensitivity in the target areas;
 - Education background and ability of the target group to grasp and acquire requisite skills of proposed trades;
 - Availability of jobs in the local market for the target group;
 - Job creation opportunities/environment (economic and institutional) including the attitudes and expectations of the trainees, Technical and Vocational Training providers, and employers);
 - ~~Availability of micro-credits in the local markets for the creation of self-employment opportunities in particular the small enterprise development.~~
 - Attitudes and expectations of the parents and potential co-workers;
 - Availability and requirements of the micro-credits in the local markets for the creation of self-employment opportunities in particular the small enterprise development.

Surveys were conducted in Sahiwal District and Sukkur District separately during May, 2011 by two different teams. However, the sampling methodology and the instruments used in these two surveys were the same. This report relates to the analyses of the survey data, major findings and recommendations for the Sahiwal District. A similar report for the Sukkur District is also presented separately. These two reports share Chapter 1. Moreover, a part of Chapter 2 is also similar.

Chapter 2: Survey Design and Methodology

2.1 Brief Introduction of Sahiwal District

Sahiwal is located in south-east of Punjab, with a total area of 3201 square kilometers. According to 1998 census, the total population of the district was around 1.8 million, with a population density of 575.8/square kilometer. More than 80% of the population lives in rural areas. The literacy ratio is higher among the male (54.72%) than the females (32.25%). Administratively there are two tehsils in the District Sahiwal, namely Sahiwal itself and Chichawatni. There are 189 Union Councils in the District.

2.1.1 Agriculture

Agriculture is the main source of income for the majority of the people in the district, particularly residing in the rural areas. The main agricultural products of Sahiwal are cotton and grains, which are not only sold all over Pakistan, but are also exported to other countries. Sahiwal is also famous for its cattle breeds.

2.1.2 Major Industries

Sahiwal's industries include cotton ginning and pressing, tanning, textile, textile spinning, weaving, leather products, garments, pharmaceuticals, flour mills, food processing, oil mills, cold storage, potato, tobacco, vegetable ghee/cooking oil, biscuits, chip board, confectionery, and woolen textile spinning and weaving. The Sahiwal breed of cattle, recognised as productive among Zebu dairy breeds, originated here; they are found now throughout the tropics. The main crops of the Sahiwal district are wheat, cotton, sugarcane, maize and rice. Main fruits are citrus, mangoes and guava. The Sahiwal is a green and fertile town with 11,522 acres (46.63 km²) forests. KSC is a famous electrical company in Sahiwal, producing water heaters, water coolers, air coolers, fans and washing machines.

Sahiwal District at a Glance

Area	3201 Sq.Kms.
Population \square 1998	1843194 persons
Male	953561 (51.73 %)
Female	889633 (48.27 %)
Sex Ratio (males per 100 females)	107.2
Population Density	575.8 per Sq. Km
Urban Population	301990 (16.38 %)
Rural Population	1541204 (83.62 %)
Average Household Size	6.9
Literacy Ratio (10 +)	43.90 %
Male	54.72 %
Female	32.25 %
Population \square 1981	1281526 persons
Average Annual Growth Rate (1981 - 98)	2.16 %
Total Housing Units	1.1.1
Pacca Housing Units	(32.57%)
Housing Units having Electricity	(47.95 %)
Housing Units having Piped Water	(7.89 %)
Housing Units using Gas for Cooking	(0.99 %)
Administrative Units	1.1.2
Tehsils	02
Union Councils	89
Mauzas	529
Municipal Committees	02
Town Committees	01

2.2 Survey Design and Methodology

The survey was conducted by the N-IRM team in Sahiwal. It was divided into two parts, part one consisted of fieldwork with data collection and the second part dealt with data cleaning, analysis and final report writing. The field team collected the verifiable information from four different stakeholders; (a) the target beneficiaries, the child workers particularly facing hazardous work environment, (b) the parents of the potential beneficiaries, (c) the key employers in the area, and (d) Technical Training institutions.

The rationales for the data collection from these four groups are given as under:

- (a) **Target Beneficiaries:** To get reliable and verifiable data about the socio-economic conditions of the target beneficiaries is the key objective of the study. Data was collected from 493 child workers in Sahiwal District.
- (b) **Parents of Potential Beneficiaries:** (The parents who have one or more of their children working as child labour.) The information gathered from the parents is extremely useful for designing any successful intervention for the target beneficiaries due to several reasons which are discussed in detail later in this report. For the purpose of this Report, 505 parents of the working children were interviewed.
- (c) **Firms and Potential Employers:** In the target areas of Sahiwal, the key employers were interviewed in order to assess the demand of different trades and skills in the existing market, and to evaluate the skills gap among the potential beneficiaries and the job market. 69 potential employers were interviewed.
- (d) **Technical Training Institutions:** The contents, quality and relevance of the training programs offered in the public and private vocational and technical training institutions need to be assessed using the information gathered from 17 different technical training institutes in Sahiwal District.

2.2.1 Survey Design for (a) and (b)

A stratified three-stage sampling design has been used for the study.

Selection of Primary Sampling Units (PSUs)

Enumeration blocks and villages in urban and rural domains of the district respectively have been taken as PSUs. Sample PSUs have been selected from urban/rural domain with probability proportional to size (PPS) method of selection. The number of households and village population has been taken as measure of size for selection of sample PSUs in urban and rural domains.

Selection of Secondary Sampling Units (SSUs)

Within each sample area (PSU) one or more cluster(s) of size approximately 100 contiguous households have been formed. From clusters formed within each PSU, one cluster has been selected at random for survey work. Clusters within sample PSUs have been taken as SSUs. A complete listing of households through screening methodology has been undertaken in each selected cluster.

Selection of Third Stage Sampling Units (TSUs)

From the selected cluster, based on screening methodology, a sample of 10 households having working children 5-17 years have been selected using systematic sampling technique.

2.2.2 Survey design for (c): Firms and Potential Employers:

In the areas identified in the second stage, the listing of employers was done. From the listed employers, the potential employers were selected on the following criteria: a). the firms employing 5 or more workers as full time employees, b). the firms are in need of workers.

2.2.3 Areas covered during the survey

The data was mainly collected from the following areas:

- i. Faisal Colony, Shahbaz Town, Muhammad Pura, GhalaMandi, and ArifWala (UC 51)

- ii. Pachan Way, Jehaz Colony, Benazir Colony, Janjua Colony, New School Colony (UC 43)
- iii. BabawalaChowk, Sahiwal, (UC 48)
- iv. GolChakar, Imdad Colony (UC 44)
- v. Kareem Wala (UC 62)
- vi. Mazdoor Colony (UC 46)
- vii. Gulistan Road, Patoki Road (UC 58)
- viii. Chak 183, NaiWala Bangle (UC 45)
- ix. Manzoor Colony, Zarai Farm, Grain Market (UC 50)

2.2.4. Survey for (d): Technical/Vocational Training Institutes:

From technical/vocational institutes located in the selected areas, 17 technical/vocational training institutes were selected randomly and data was collected from them. The list of the Technical Training Institutes, the trades offered by them, the duration of courses and the existing enrolled participants is given at Annexure-VIII.

2.2.5 Themes and Survey Instruments

The data collected includes both the qualitative and quantitative information from the potential beneficiaries, their parents, the potential employers and the training institutes. The information thus gathered gives us a complete picture of the child labour market conditions, the socio-economic conditions of the child labor, and the strengths and weaknesses of the existing training programmes offered in the areas.

A structured questionnaire was developed for each group. The questionnaire was designed in such a way that the interviewee could easily comprehend the questions, and then answer from one of the choices available for each question. Some of the questions, where needed were open-ended. Each questionnaire was discussed with key informed persons and local knowledgeable persons, and thereafter it was pre-tested. Necessary changes were made, where necessary, during the pre-testing exercise.

The following Questionnaires were used:

- a. Questionnaire for the Target Beneficiary (Annex- V)
- b. Questionnaire for the Parents/Guardian of the Target Beneficiary (Annex-VI)

- c. Questionnaire for the Formal/informal local market employer (Annex-VII)
- d. Questionnaire for the Existing Vocational and Technical Centers (Annex-IV)

2.2.6 Key Informant Interviews

The detailed interviews with the key informed citizens greatly contributed in the selection of sampling areas, developing a comprehensive understanding of the labour market conditions, the employability constraints faced by target groups and the various forms of child labour abuses at the workplace faced by the children.

2.2.7 Survey Team

The survey team comprised of qualified and experienced members, having diverse backgrounds. The team leader and the enumerators were carefully selected and trained to seek relevant, reliable and accurate information from the participants.

2.2.8 Data Processing:

The data entry was undertaken by the trained staff of NRSP-IRM. The data was cleaned and re-checked to generate Excel and Stata databases.

2.2.9 Field Observations

The field observations about the working and living conditions of the target group and their parents, the conditions of the training institutes and the workplace environments of the potential beneficiaries are of immense importance. Moreover, the field observations about the working of the existing training institutes, particularly the public-sector Vocation and Technical Training institutions, provide a useful guide for planning and successful implementation of any intervention. Keeping in view the importance of these observations, a summary of the findings is annexed as Annexure Ⅲ III.

Chapter 3: Findings of the Survey Research

This chapter is divided in four parts:

- A. *An Analysis of the socio-economic characteristics of the Potential Beneficiaries: children working in abusive work environments,*
- B. *Socio-economic characteristics of the Parents of Potential Beneficiaries,*
- C. *Feedback from the major employers in the target area,*
- D. *Quality and relevance of the VT Programmes offered in the existing training institutes.*

The synthesis of the findings and the major recommendations based on the results discussed here are given in the next chapter.

3.1.Socio-economic characteristics of the Potential Beneficiaries

3.1.1. Child Workers by Age and Sex

In terms of age distribution of the potential beneficiaries, 95.5% of the children were between 10-19 years of age. Only 4.5% were below 10 years of age. Moreover, male (6.7%) were larger in percentage terms than females in below 10 years category. The same pattern is observed in 10-14 years age group (35.8% of the male and 30% of the female). This pattern clearly shows that the boys tend to enter in the job market at an earlier age than the girls.

In total 492 child workers were interviewed. Among these child workers, 42.1% were female and 57.9% were male.

Table 3.1 Distribution of Child Workers by Sex

Gender	Percentage
Female	42.1
Male	57.9

Fig. 3.1 Distribution of Child Workers by Sex

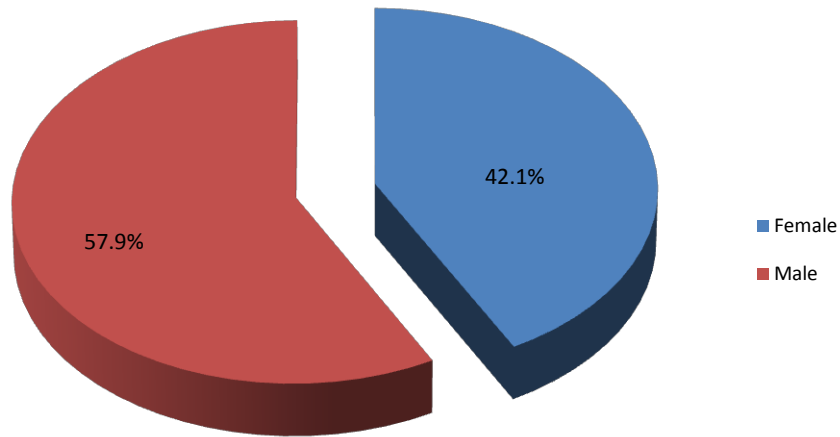
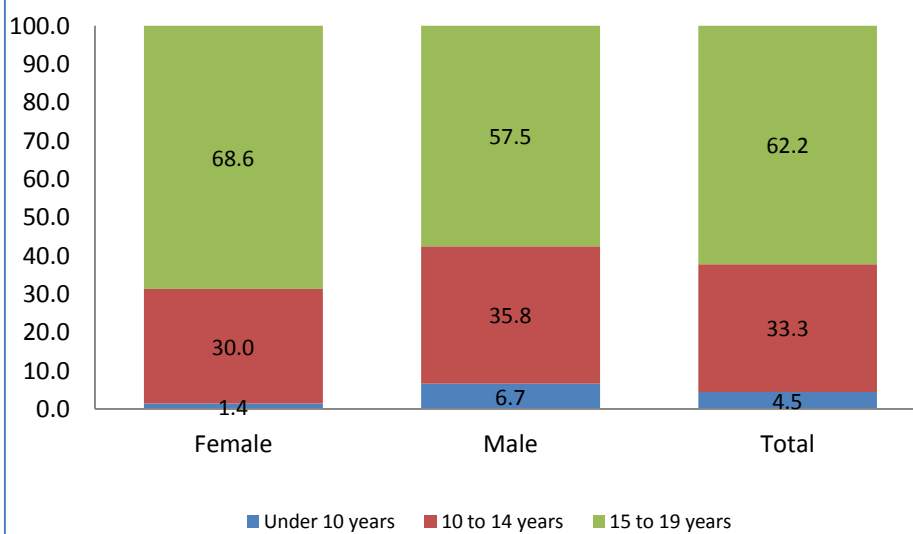


Table 3.2 Percentage Distribution of Children by Age and Sex

Age	Female	Male	Total
Under 10 years	1.4	6.7	4.5
10 to 14 years	30.0	35.8	33.3
15 to 19 years	68.6	57.5	62.2

Fig. 3.2 Percentage Distribution of Children by Age and Sex

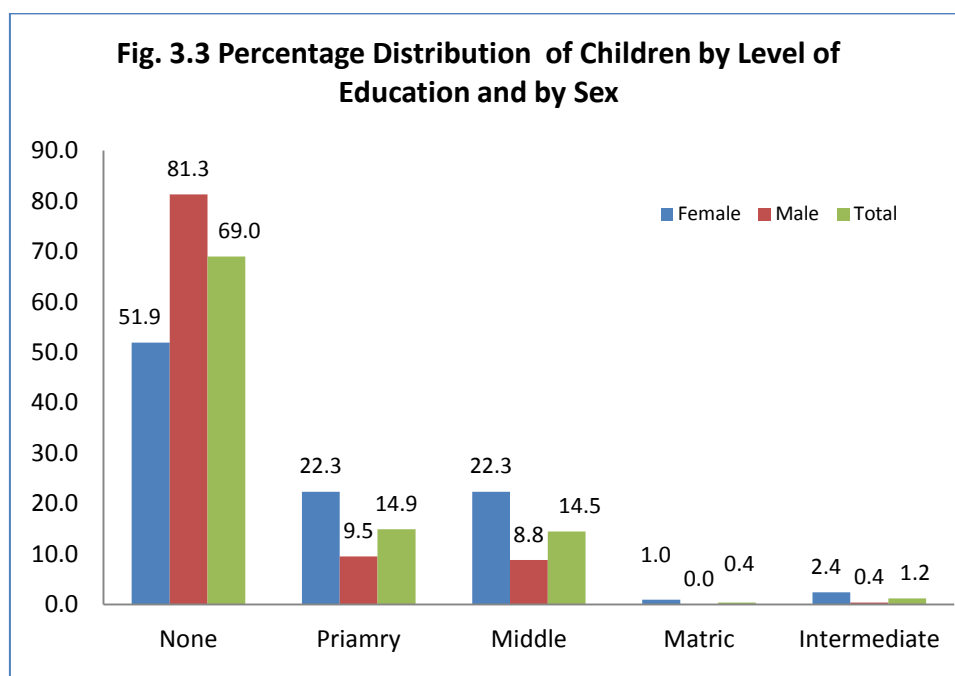


3.1.2. Child Workers by level of education and by sex

Almost 70% of the working children had received no education at all. This percentage is higher among the males (81.3%) than the females (51.9%). Similarly, a lower percentage of boys could receive the primary education (9.5% of boys as compared with 22.3% of girls) and middle education (8.8% of boys as compared with 22.3% of girls). This finding is consistent with the finding in part A (i) above, that the boys tend to join the employment at an early age than the girls, and therefore have higher chances of lower levels of educational attainments.

Table 3.3 Percentage Distribution of Children by Level of Education and by Sex

Level of Education	Female	Male	Total
None	51.9	81.3	69.0
Primary	22.3	9.5	14.9
Middle	22.3	8.8	14.5
Matric	1.0	0.0	0.4
Intermediate	2.4	0.4	1.2

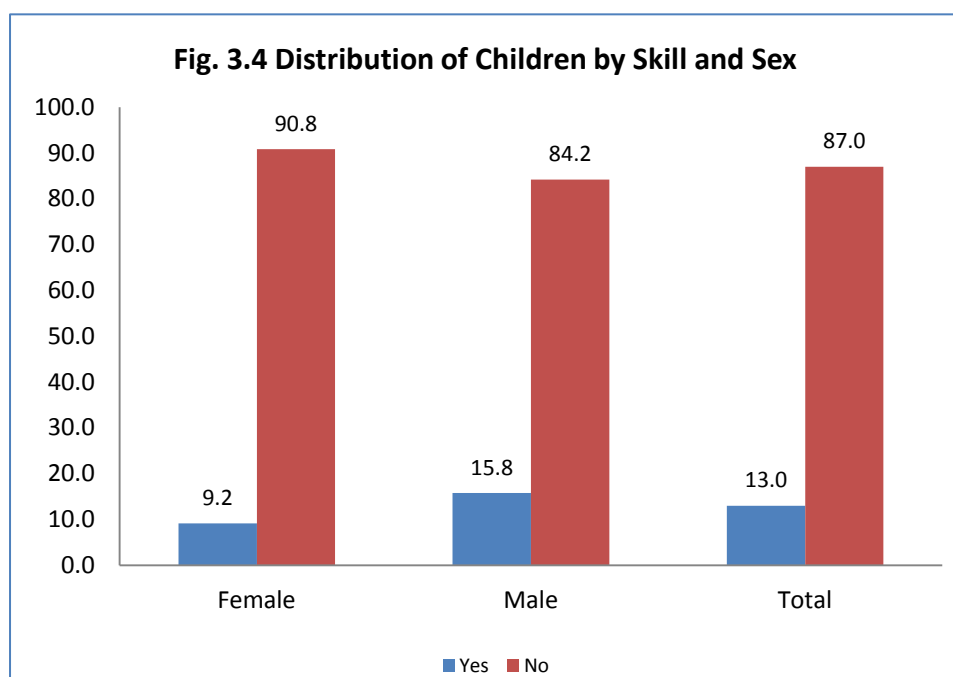


3.1.3. Child Workers by Skills and Sex

Majority of the child workers do not possess any skills¹ (87%). The lack of skills is almost equally high among the male (84.2%) and the female workers (90.8%).

Table 3.4 Distribution of Children by Skill and Sex

Skilled	Female	Male	Total
Yes	9.2	15.8	13.0
No	90.8	84.2	87.0



3.1.4. Average Monthly income of Child Workers by Sex

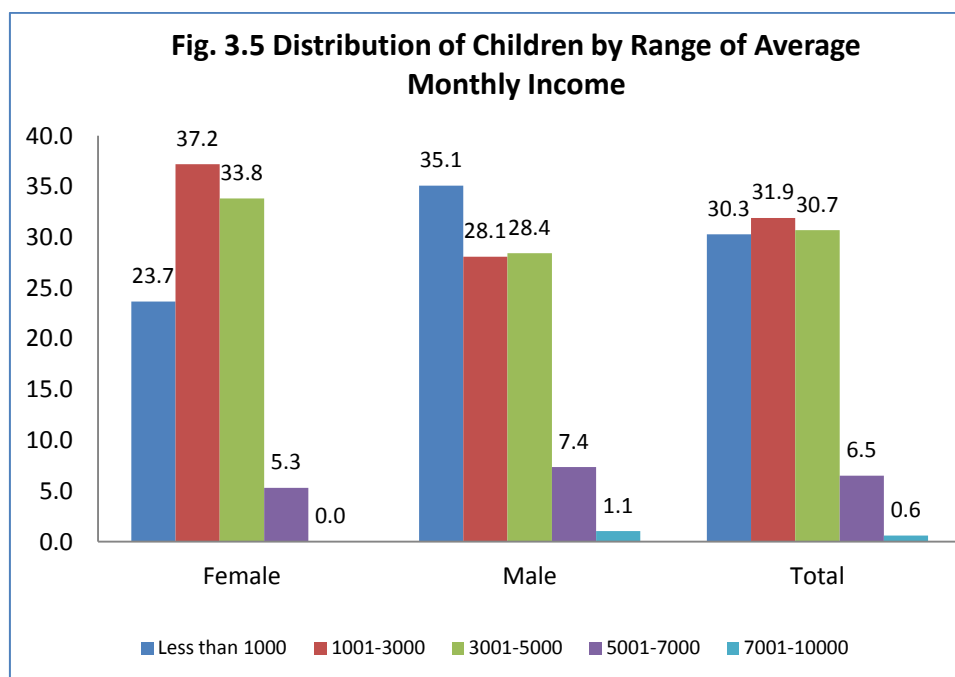
Almost one third of the child workers earn less than Rs.1000 per month, 62% of them earn less than Rs. 3000 per month, and 93% of them earn less than 5000 per month. Although the chances of incomes higher than Rs.5000 per month are higher among the males (8.5%), than among the females (5.3%), the median income for both males and females is in the range of Rs. 1001-3000 per month.

¹ [REDACTED]

related function, and acquired through apprenticeship.

Table 3.5 Distribution of Children by Range of Average Monthly Income

Earned Income	Female	Male	Total
Less than 1000	23.7	35.1	30.3
1001-3000	37.2	28.1	31.9
3001-5000	33.8	28.4	30.7
5001-7000	5.3	7.4	6.5
7001-10000	0.0	1.1	0.6



3.1.5. Challenges Faced at the Workplace

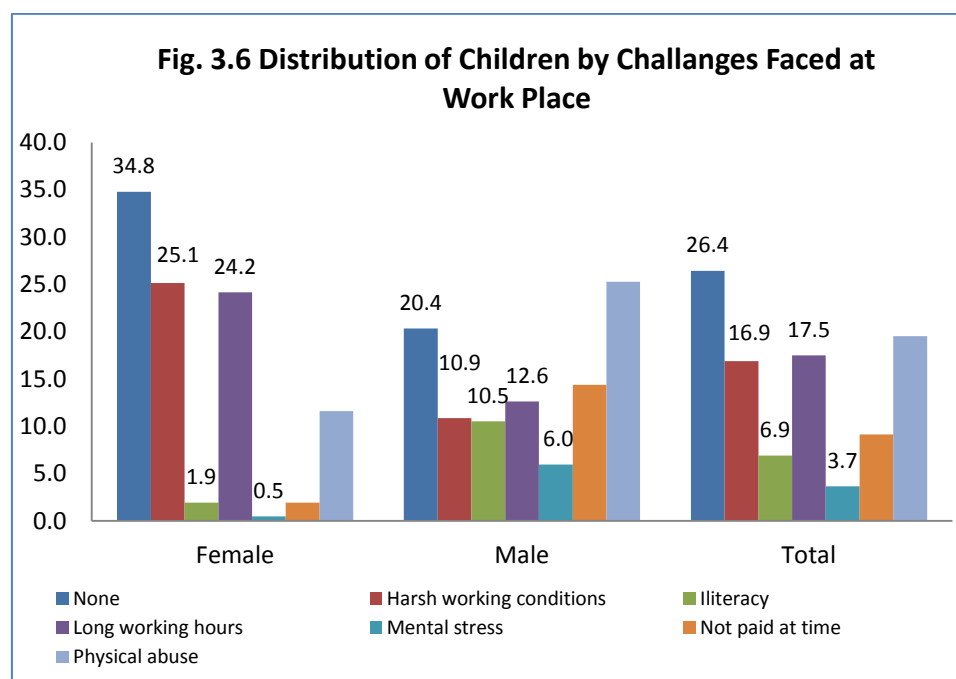
The working children may face various types of challenges at the workplace, which may possibly adversely affect their physical, moral or intellectual growth. After detailed discussions with the working children, the parents of the working children and the informed citizens, a list of 6 challenges most frequently faced by the children at their workplaces was chalked out.

Among all the working children interviewed, 26.4% reported that they were not facing any challenges at their workplaces. The children reporting no challenges at the workplaces were higher among the girls (34.8%) than boys (20.4%). Moreover, long working hours (17.5%), hard working conditions (16.9%) and physical abuse (19.5%) are the most frequent challenges faced by the working children. A very important

finding of the survey is that physical abuse is a more serious challenge for the boys (25.3%) than the girls (11.6%). Moreover, illiteracy (lack of education) is also a more serious challenge for the boys (10.5%) than the girls (1.9%). Similarly, boys face mental stress more frequently (6%) than the girls (0.5%) and they also face non-payment in time (14.4%) more frequently than the girls (1.9%). We can conclude that the workplace challenges faced by boys are more frequent and more diverse than the challenges faced by the girls.

Table 3.6 Distribution of Children by Challenges Faced at Work Place

Challenge Faced at Workplace	Female	Male	Total
None	34.8	20.4	26.4
Harsh working conditions	25.1	10.9	16.9
Illiteracy	1.9	10.5	6.9
Long working hours	24.2	12.6	17.5
Mental stress	0.5	6.0	3.7
Not paid at time	1.9	14.4	9.1
Physical abuse	11.6	25.3	19.5



3.1.6. Desired Income of the Working Children

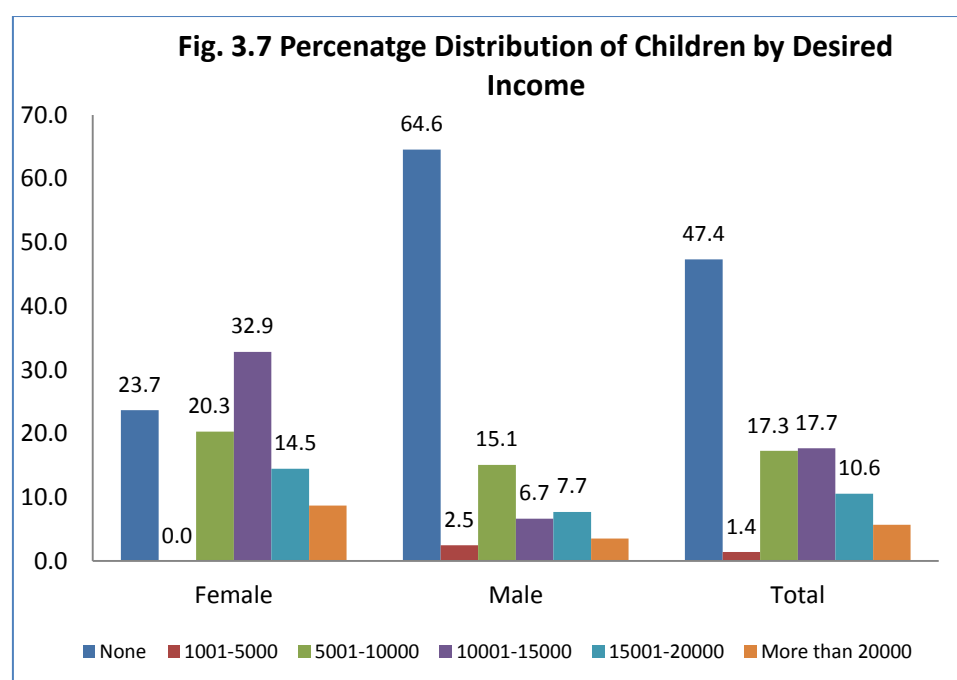
OVER 90% OF THE CHILDREN

to be investigated further; e.g.; whether the children had no desires for better

incomes in future, or they could not assess their possible future incomes, or they were satisfied with their current incomes etc. This response was higher among the males (64.6%) than the females (23.7%). The median desired income for all the children is 5001-10000. Interestingly, higher percentage of girls desire higher incomes (more than 5000) than the boys.

Table 3.7 Percentage Distribution of Children by Desired Income

Desired Income	Female	Male	Total
None	23.7	64.6	47.4
1001-5000	0.0	2.5	1.4
5001-10000	20.3	15.1	17.3
10001-15000	32.9	6.7	17.7
15001-20000	14.5	7.7	10.6
More than 20000	8.7	3.5	5.7



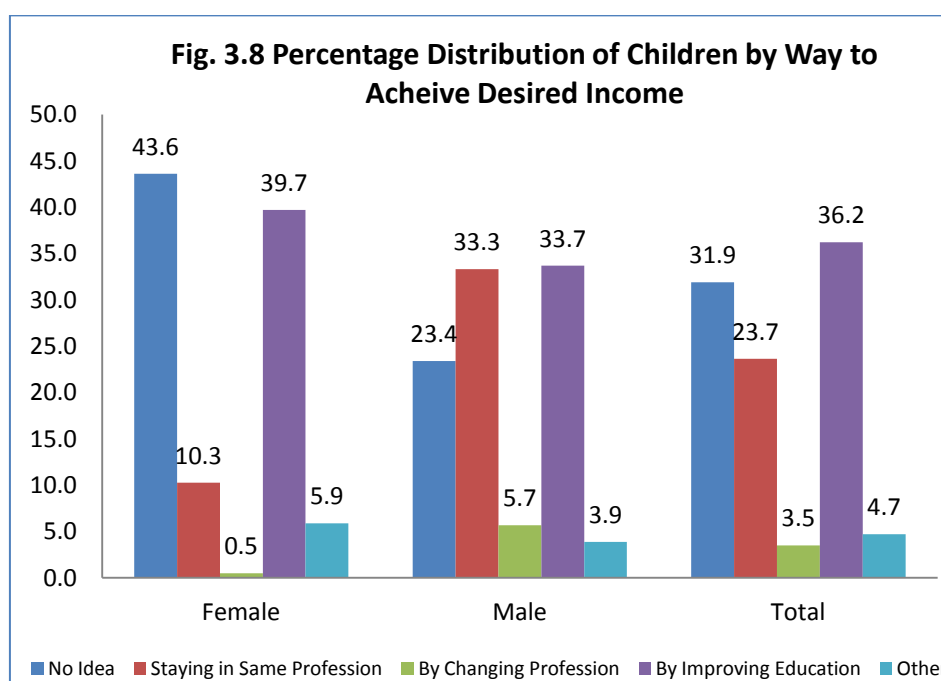
3.1.7. Way to Achieve Desired Income

Almost one-third of the children have no idea how to achieve their desired incomes. This response is higher among the females (43.6%) than among the males (23.4%). This shows that females are less aware of their job prospects than their male counterparts. To earn their desired incomes, 23.7% of the child workers want to remain in the same professions, the percentage is higher among the male (33.3%)

than the female (10.3%). 36.2% of the children think that they can achieve their desired incomes by improving their education.

Table 3.8 Percentage Distribution of Children by Way to Achieve Desired Income

Way to Achieve Desired Income	Female	Male	Total
No Idea	43.6	23.4	31.9
Staying in Same Profession	10.3	33.3	23.7
By Changing Profession	0.5	5.7	3.5
By Improving Education	39.7	33.7	36.2
Other	5.9	3.9	4.7

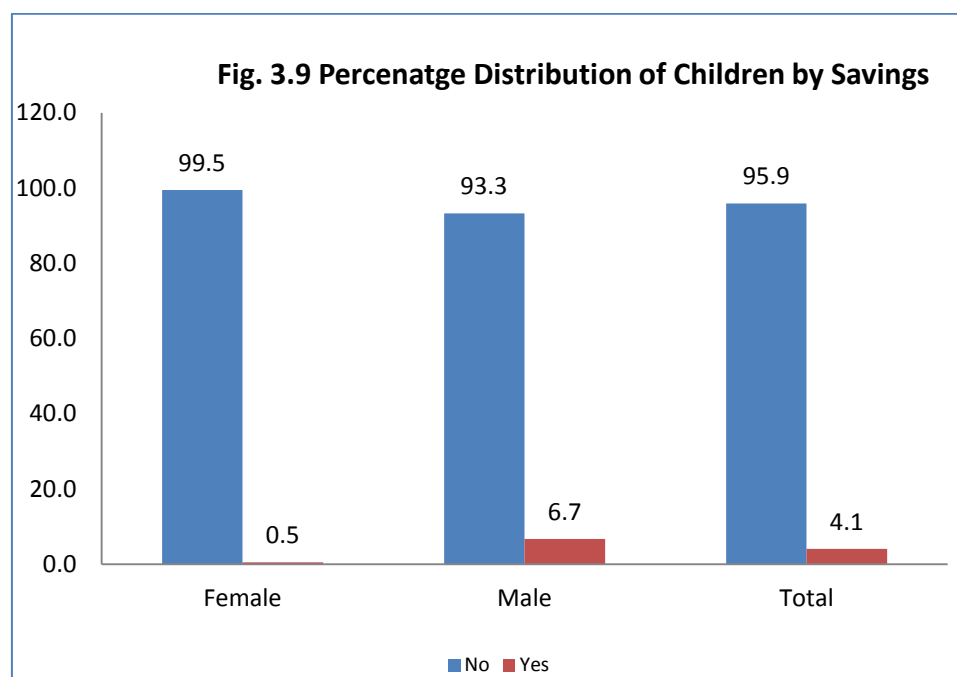


3.1.8. Savings of the Families

In 96% of the cases of the working children, the families of the children have no savings at all showing the expenditure-vulnerabilities of these families to even slight income shocks. This finding has two important implications for the successful implementation of the programme. Firstly, if the children decide to set-up their own business after the completion of their trainings, they will need financial support. Secondly, several parents may be reluctant to send their working children to any literacy/training course organized under the proposed program due to the foregone income.

Table 3.9 Percentage Distribution of Children by Savings

Do You Family have Savings	Female	Male	Total
No	99.5	93.3	95.9
Yes	0.5	6.7	4.1



3.2. Socio-Economic Characteristics of the Parents of the Potential beneficiaries

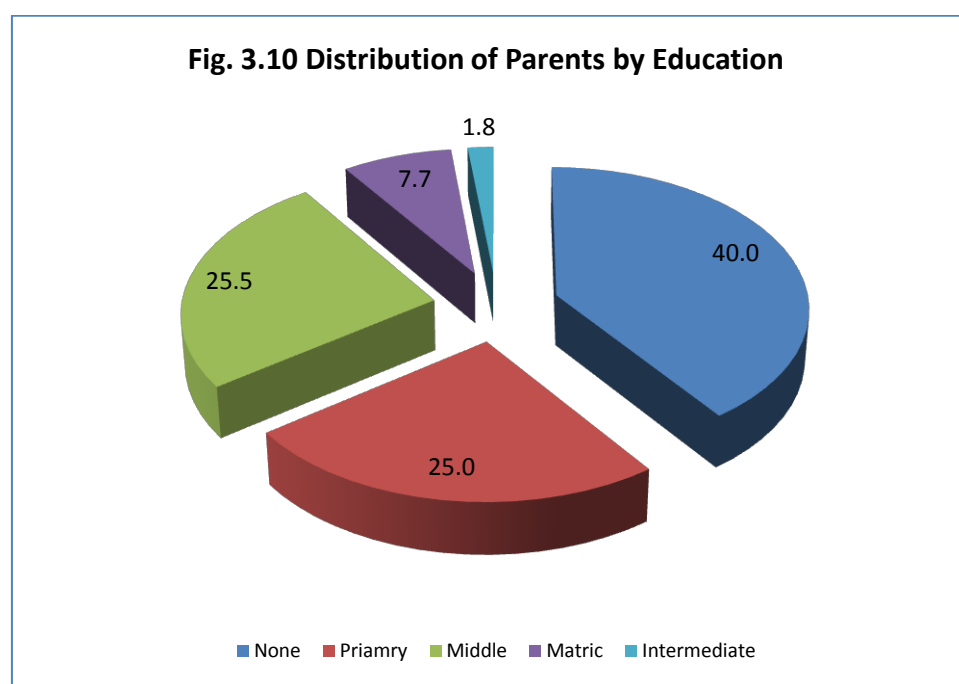
A total of 505 parents were interviewed during the survey in the 10 UCs of Sahiwal. The parents/guardians interviewed included 389 male (fathers) and 116 female (mothers). A quantitative analysis of the socio-economic characteristics of the parents is given briefly as under:

3.2.1. Distribution of Parents by Gender and Education

40% of the parents of the working children are illiterate, and the percentage distribution of illiteracy among the mothers (39.7%) is only slightly below than among fathers (40.1%). 25% of the parents have primary schooling and another 25% have middle level education. The median education is Primary among all the parents, as well as among the fathers and the mothers.

Table 3.10 Distribution of Parents by Gender and Education

Level of Education	Female	Male	Total
None	39.7	40.1	40.0
Primary	19.9	27.0	25.0
Middle	29.5	24.0	25.5
Matric	10.3	6.7	7.7
Intermediate	0.7	2.2	1.8

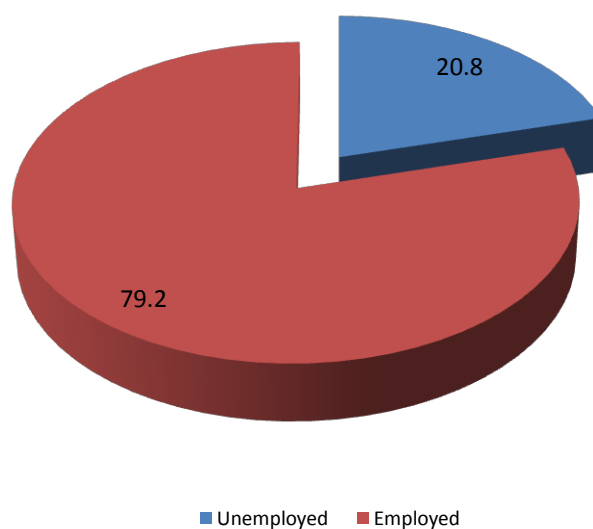


3.2.2. Employment status of the parents

A total of 20.8% of the parents are unemployed. The unemployment is higher among the women (53.4%) than among the men (7.5%).

Table 3.11 Distribution of Parents by Employment Status

Employment Status	Female	Male	Total
Unemployed	53.4	7.5	20.8
Employed	46.6	92.5	79.2

Fig. 3.11 Distribution of Parents by Employment Status

If we look at the percentage distribution of employment status and level of education, 94.2% of the unemployed parents had middle or less level of education. Among the employed, 89.6% of the parents had similar level of education. In terms of gender distribution, 88.8% of the unemployed and 91.3% of the employed male had middle or lower level of education. The percentages are 96.1% and 80.9% for the women.

Table 3.12 Percentage Distribution of Parents by Employment Status, by Level of Education and by Gender

Employment Status	Level of Education	Gender		Total
		Female	Male	
Unemployed	None	33.3	48.1	37.1
	Primary	21.8	29.6	23.8
	Middle	41.0	11.1	33.3
	Matric	3.8	11.1	5.7
	Intermediate	0.0	0.0	0.0
	Total	100.0	100.0	100.0
Employed	None	47.1	39.5	40.8
	Primary	17.6	26.8	25.3
	Middle	16.2	25.0	23.5
	Matric	17.6	6.3	8.3
	Intermediate	1.5	2.4	2.3
	Total	100.0	100.0	100.0

3.2.3. Distribution of Parents by Gender and Monthly Income

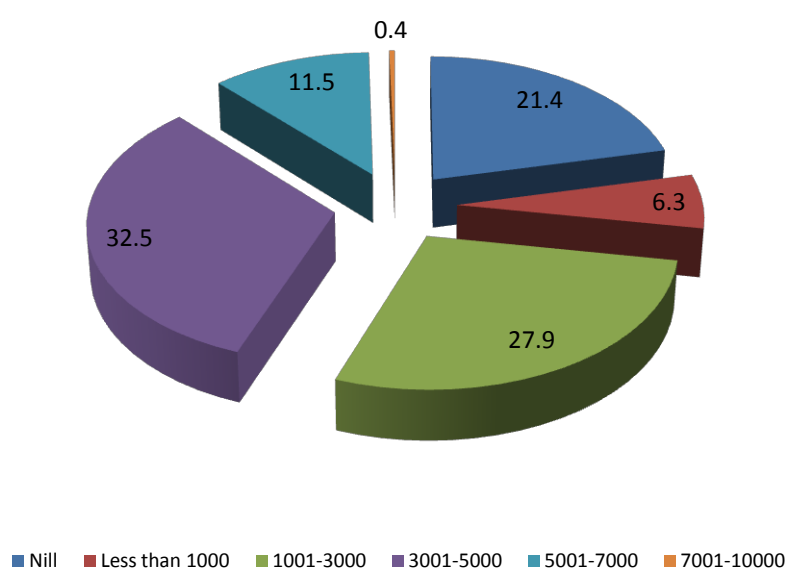
In total, 21.4% of the parents have no income at all. This ratio is almost three times higher among the women (39.7%) than among the men (13.9%). Moreover, 88.1% of the parents had incomes less than Rs. 5000 per month (85.8% of the male and 93.8% of the female parents had this level of income). The median income of all the parents, as well as for the male and female parents, is 1001-3000.

With a median household size in the range of 4-6 persons, it is apparent that most of the parents earn an income in the range of Rs. 166 to Rs. 750 per person per month. This income level of the parents shows that the incomes of the parents, in most of ~~the cases, are low and even if moderate, is necessary for the parents to meet even their basic needs.~~

Table 3.13 Distribution of Parents by Gender and Monthly Income

Income	Female	Male	Total
Nil	39.7	13.9	21.4
Less than 1000	5.5	6.7	6.3
1001-3000	21.2	30.6	27.9
3001-5000	27.4	34.5	32.5
5001-7000	6.2	13.6	11.5
7001-10000	0.0	0.6	0.4

Fig. 3.12 Distribution of Parents by Monthly Income



3.2.4. Distribution of Parents by Assets

Almost 41% of the households of the working children do not own a house, the most television & refrigerator. Among those who own a house, 45% of them own no other asset. 39% of the house-owners also have a television.

Based on the asset distribution pattern of the households of the working children, it is apparent that these households have extremely limited ability to approach collateral-based borrowing institutions.

Table 3.14 Percentage Distribution of Parents by Assets

Assets	Percentage
None	3.8
Television	15.6
Refrigerator	0.0
Animal	2.6
House	26.9
Television & Refrigerator	13.3
Television & Animals	2.4
Television & Refrigerator & Animals	2.4
House & Television	23.2
House & Refrigerator	0.0
House & Animals	9.9
House & Television & Refrigerator	0.0
House & Television & Animals	0.0
House & Television & Refrigerator & Animals	0.0
	100.0

3.2.5. Household Size Distribution

The median household size of the working children is in 4-6 range. The large household sizes with 10 or more members are very rare (6.5%). It appears that a typical family comprises of the parents, children and the surviving grand-parents. Extended or joint family system is not apparent from the size distribution of the households.

Table 3.15 Household Size Distribution

HH Size	%age
1-3	26.5
4-6	44.0
7-9	23.0
10 and above	6.5
Total	100.0

3.2.6. Distribution of Parents by Reasons for Putting their Child at Work

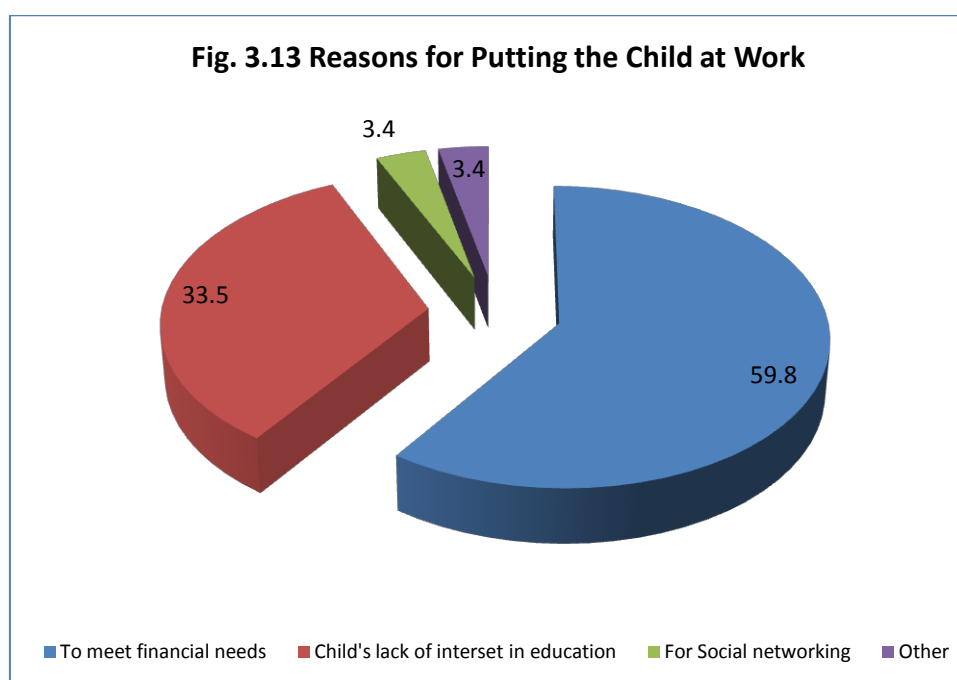
To meet the financial needs of the family is the major reason (59.8%) for the parents to put their child at work. Interestingly, 65.2% of the male respondents give this reason, while 46.6% of the females have this justification. This response further supports our earlier finding at B

low that they would not be able to meet even their basic needs without a support at work is lack of are of minor importance.

Two important recommendations can be made here: *One*, any training/skill development intervention by the ILO should be part-time and be of short duration, because the parents cannot afford to let the incomes from the child labor lost during the training period. This recommendation is supported by the fact that the median income range for the parents of the working children is Rs. 1001-3000 per month, with a median household size of 4-6 persons.. At such a low level of incomes per person, the opportunity cost for the parents to allow their children to participate in the training/literacy programmes is very high. If a full-time literacy/training programme is to be introduced, ILO may consider the option of providing some stipend for the participating child workers in order to ensure higher participation and interest in the training/literacy courses. *Two*, the learning outcomes of the children may be very low if they are put into traditional, theory based, low market relevance training programmes. This recommendation is supported by the fact that 70% of the children are illiterate and 33.5% of the parents express their lack of interest in education as the key reason for putting them at work.

Table 3.16 Distribution of Parents by Reasons for Putting their Child at Work

Reason	Female	Male	Total
To meet financial needs	46.6	65.2	59.8
Child's lack of interest in education	45.2	28.7	33.5
For Social networking	5.5	2.5	3.4
Other	2.7	3.6	3.4
	100.0	100.0	100.0



3.2.7. Desire of Education for the Children

An overwhelming majority of the parents (83.7%) desire better education for their children. Only 14.3% of the parents do not desire further education for their children. The reasons for not desiring further education are the irrelevance of the traditional education with the market demand, a feeling that education does not contribute to higher incomes, or that the direct and the opportunity cost of education is too high for the parents to bear as compared with the discounted value of the potential income gains.

education like irrelevance of the traditional education with the market demand, a feeling that education does not contribute to higher incomes, or that the direct and the opportunity cost of education is too high for the parents to bear as compared with the discounted value of the potential income gains.

Table 3.17 Distribution of Parents by Desire of Education for their Child

Desire	Female	Male	Total
Yes	93.1	79.9	83.7
No	5.5	17.8	14.3
	1.4	2.2	2.0
	100.0	100.0	100.0

3.2.8. Distribution of Parents by better Earning Option for the Child

Majority of the parents (54.5%), particularly the females (65.8%) feel that there are no better earning opportunities for their children. Only 23.8% of the parents think that there are better earning opportunities for their children.

Table 3.18 Distribution of Parents by better Earning Option for their Child

Is there better Earning Option	Female	Male	Total
Yes	29.5	21.4	23.8
No	4.8	28.7	21.8
	65.8	49.9	54.5
	100.0	100.0	100.0

3.2.9. Number of Children Involved in Work

A single child is put to work in most of the cases (41.1%). In almost 80% of the cases there are up to 2 children of the family put to work by the parents.

Table 3.19 Distribution by Number of Children Involved in Work

No. of Children	Female	Male	Total
0	0.7	6.1	4.4
1	43.8	42.1	41.1
2	44.5	37.3	38.2
3	8.9	10.3	10.1
4	1.4	3.1	3.2
5	0.7	0.8	1.7

Table 3.20 Distribution of Parents by Participation in SSN

Benefiting from SSN	Female	Male	Total
Yes	77.4	46.0	55.0
No	15.1	29.0	25.0
	7.5	25.1	20.0
	100.0	100.0	100.0

3.2.10. Participation in the SSN

A majority of the parents (55%), especially among the females (77.4%) are benefiting from a Social Security program. 25% of the parents do not receive any benefit from the SSN programmes, while the remaining 20% of the parents do not know about such programmes.

It is recommended that ILO must devise a strategy to work in close collaboration with the SSN teams in the target areas, in the awareness raising and networking campaigns. It is apparent that SSN has a wide coverage and penetration among the parents of the

working children, especially among the females (77.4%), and this presence can be beneficial for the proposed programme if a close collaboration could be developed among the ILO and the SSN in the target area.

3.2.11. Borrowing pattern of the parents

A majority of the parents (79%) have not borrowed money from any source. Only 18.4% of the parents are under debt. It shows that the total family income from various sources (like parents own income, working child income, transfer incomes like SSN) enables these families to meet their basic needs.

Table 3.21 Distribution of Parents by whether they borrowed any loan

Borrowed Loan	Female	Male	Total
Yes	29.5	13.9	18.4
No	68.5	83.3	79.0
	2.1	2.8	2.6
	100.0	100.0	100.0

3.3. Analysis of the Potential Employers

Interviews were conducted with 69 potential employers in the target areas. These potential employers were selected from various trade categories, having capacity of 5 or more hired workers. These interviews with the potential employers significantly contributed to our understanding about the demand side of the working children, to assess the skill deficiencies among the target beneficiaries, and to evolve appropriate strategies and vocational training programmes for the working children.

3.3.1. Types of Available Job Opportunities

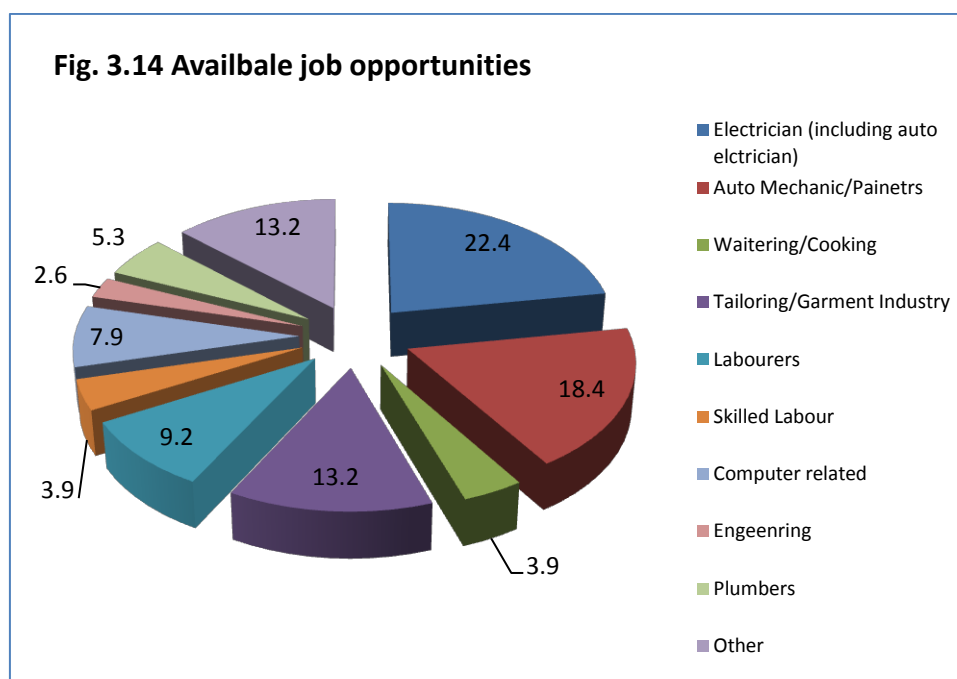
The trade in highest demand (22.4%) is that of electrician (including auto-electrician), followed by auto mechanics/automobile-painters (18.4%) and tailoring/garment sector (13.2%). Interestingly the demand of skilled laborers (3.9%) is less than the laborer (9.2%). Auto mechanics include motorcycle mechanics, and the car mechanics. Other jobs skills like computer literacy (7.9%), plumbers (5.3%), cooking/waiter (3.9%), and engineering (2.6%). Besides these, several other skills are needed among by potential employers, which are listed below:

Table 3.22 Types of Available Job Opportunities

Available Job Opportunities	%age
Electrician (including auto electrician)	22.4
Auto Mechanic/Painters	18.4
Waiter/Cooking	3.9
Tailoring/Garment Industry	13.2
Laborers	9.2
Skilled Labour	3.9
Computer related	7.9
Engineering	2.6
Plumbers	5.3
Other	13.2
	100.0

Based on the interviews with the potential employers and key informants, a list of skills in demand in the target areas is developed and is given as Annexure-. This list

includes skills necessary for entrance in decent jobs, as well as the skills suitable for setting up self-employed small businesses.

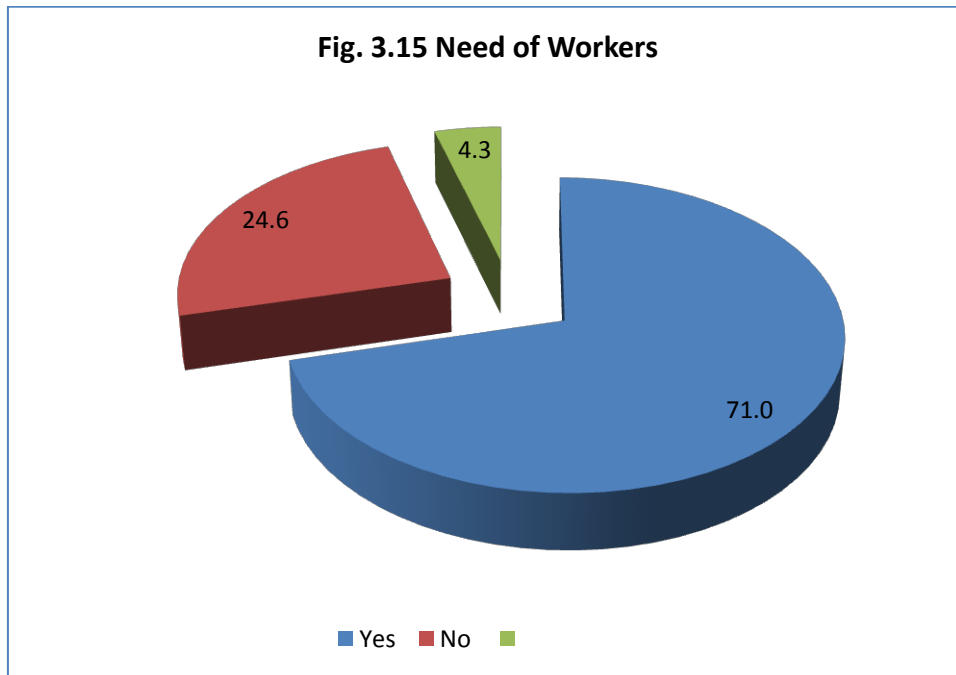


3.3.2. Distribution of Employers if in Need of Workers

Among the potential employers interviewed, 71% informed that they were in need of workers, whereas 24.6% did not need workers at that time.

Table 3.23 Distribution of Employers if in Need of Workers

Need Workers	%age
Yes	71.0
No	24.6
	4.3
	100.0



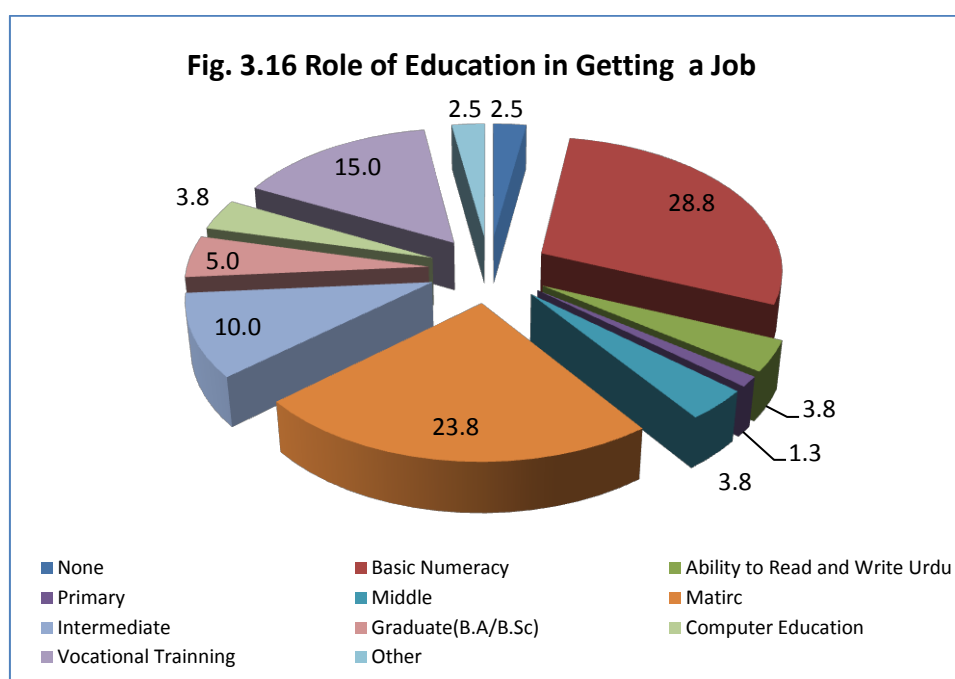
3.3.3. Role of Education in Getting a Job

Potential employers were asked if there is a role of education in getting a job by the working children, and if there is a role, what level/type of education best suits the available jobs. Only 2.5% of the employers say that there is no role of education in getting the job. Almost one third (32.3%) of the potential employers say that basic literacy (basic numeracy/ability to read and write Urdu) is the educational requirement for getting a job. 15% of the potential employers view that Vocational Training is required for the children to get a job.

It appears that most of the employers and the target beneficiaries are not fully aware of the benefits of training in the skill development of the workers. This response pattern emerges in a market environment where apprenticeship (to learn skills) is considered to be the best way of learning skills. It may be pointed out that most of the children employed at workplaces, actually work as apprentices, staying to learn through on-job hands-on experience.

Table 3.24 Role of Education in Getting a Job

Role of Education in Getting a job	%age
None	2.5
Basic Numeracy	28.8
Ability to Read and Write Urdu	3.8
Primary	1.3
Middle	3.8
Matirc	23.8
Intermediate	10.0
Graduate(B.A/B.Sc)	5.0
Computer Education	3.8
Vocational Training	15.0
Other	2.5
	100.0



3.4. An Analysis of the Training Institutes

As mentioned earlier, 17 training institutes were visited by the field teams and the responses of the management of the institutes were sought on various structured questions. The list of training institutes, their courses/trades, duration of each course/trade and the number of existing enrolled participants in each course/trade is given at Annexure-VIII. The institutes which were visited are both run in the public and the private sector.

The performance of each training institute is assessed against six categories of indicators. These categories are: (a) the General Conditions of the Institute, (b) the conditions of the offices, classrooms and workshops in the institute, (c) the quality and relevance of the teaching materials used in the institute, (d) the relationship with the employers, (e) the facilities provided by the institute to the trainees, and (f) the initiatives to improve its courses and achieve better market access to its graduates. Several questions were asked against each category. As the response to most of these questions was of non-quantifiable nature, the responses/results were graded on a scale from A to E, where A = Good, B = Average, C = Normal, D = Poor, and E = Below Poor

A brief discussion of our findings and observations with these institutes is given below.

National Polytechnic Institute

It is a public institute located at G.T. Road Sahiwal. It offers trainings in 3 trades. The general condition of this institute is in B (Average) to C (Normal) range. The availability of capital equipment is of B (Average) quality, the availability of consumable items is in C (normal), the use and availability of Information and Communication Technologies (ICT) in the institute is of poor (D) quality, and the provisions in Stores are in E (below poor) conditions. The curricula availability and the curriculum design of the courses taught in this institute are in D (poor) category, whereas the curriculum format and the assessment methodologies of this institute fall in C (Normal) level. The institute presents a pathetic scenario in terms of its

linkages with the potential employers as it is below poor (E) on all relevant measures like linkages with the potential employers, the operational placement cell in the institute, any follow-up exercise, and the involvement of the community in the operations of the institute. Similarly, the institute has failed to provide appropriate facilities to the trainees because in terms of accommodation, extra-curricular activities and recreational facilities the institute is in below poor (E) category.

institute is of Normal (C) level, and is Poor (D) in terms of Training Content Revision. A major reason of not getting jobs by the students of this institute is that they are trained in the wrong fields.

Government Technical Training Institute

Government Technical Training Institute is a public institute located at Ahmad Murad Road, Sahiwal and offers trainings in 7 trades. The general condition of this institute is in C (Normal), maintenance and safety is in B (Average) category. The availability of capital equipment is of C (Normal) quality, the availability of consumable items is in B (Average), the use and availability of Information and Communication Technologies (ICT) in the institute is of Normal (C) quality, and the provisions in Stores are in B (Average) conditions. The curricula availability is in D (Poor) and the curriculum design of the courses taught is in B (Average) category, whereas the curriculum format is in D (poor) and the assessment methodologies of this institute fall in C (Normal) level. The institute presents a pathetic scenario in terms of its linkages with the potential employers as it is poor (D) on several measures like linkages with the potential employers, the operational placement cell in the institute, any follow-up exercise, and the involvement of the community in the operations of the institute is in below poor (E) condition. The institute falls in D (Poor) category in terms of accommodation, and in B (Average) categories regarding extra-curricular activities and recreational facilities. and Training Content Revision the institute is of Average(B) level. A major reason of not getting jobs by the students of this institute is that the economic conditions are not suitable.

Government Technical Training Institute, Madina Colony

Government Technical Training Institute, Madina Colony offers trainings in 8 trades. The general condition of this institute is in A (Good), maintenance and safety is in B (Average)

categories. The availability of capital equipment is of A (Good) quality, the availability of consumable items is in C (Normal) range, the use and availability of Information and Communication Technologies (ICT) in the institute is of Average (B) quality, and the provisions in Stores are also in B (Average) conditions. The curricula availability is in B (Average) and the curriculum design of the courses taught is in C (Normal) category, whereas the curriculum format is in B (Average) and the assessment methodologies of this institute fall in A (Good) level. In terms of linkages with the potential employers, the institute is in B (Average) category whereas regarding the placement efforts of the institute and any follow-up exercise and the involvement of the community; it is at C (Normal) level. The institute falls in B (Average) category in terms of accommodation, in C (Normal) category regarding extra-curricular activities and B (Average) in recreational facilities.

the institute is of Average (B) level. A major reason of not getting jobs by the students of this

institute is that the students pick up inappropriate training trades.

Vocational Training Institute

It is located in Fareed Town, Sahiwal and offers trainings in 5 trades. It is a public sector institute. The general condition of this institute is at B (Average) level, maintenance is at C (Normal) and safety and equity standards are in B (Average) categories. The availability of capital equipment is of B (Average) quality, whereas the availability of consumable items, the use of ICT and the stores provisions are all in C (Normal) levels. The curricula availability, the curriculum design, curriculum format and the assessment methodologies of the institute are all in B (Average) level. Similarly in terms of linkages with the potential employers, placement efforts, follow-ups and the community involvement, the institute is in B (Average) categories. The institute falls in C (Normal) category in terms of accommodation, and in B (Average) categories regarding extra-curricular activities and in recreational

Revision the institute is of Average (B) level. A major reason of not getting jobs by the

students of this institute is that the students pick up inappropriate training trades.

Adult Literacy Center

Fauji Foundation Vocational Training Institute

It is situated at Montgomery Road, Sahiwal and offers trainings in only 2 trades. It is a public sector institute. It has a Poor (D) quality in general conditions, maintenance, safety, and equity standards. Similarly, the Institute has Poor (D) categorization regarding provision and availability of capital equipment, consumable items, ICT and Stores provisions. The Institute is of B (Average) standard on all the criteria of Teaching Materials. In terms of linkages with the potential employers, placement efforts, follow-ups and the community involvement, the institute is in D (Poor) categories. The institute falls in C (Normal) category in terms of accommodation, extra-curricular activities and recreational facilities. Moreover, in terms of ~~7/10/2018~~ (Normal) and for the Training Content Revision the institute is of Poor (D) level. The major reason of not getting jobs by the students of this institute is that the students are not properly skilled.

Government Technical Training Institute

It is situated at Jahaz Ground, Sahiwal and offers trainings in 7 trades. It is a public sector institute. It has Average (B) categories in general conditions, maintenance, safety, and equity standards. Similarly, the Institute has Normal (C) categorization regarding provision and availability of capital equipment, consumable items, ICT and Stores provisions. The Institute is of C (Normal) standard on all the criteria of Teaching Materials. In terms of linkages with the potential employers, placement efforts, follow-ups and the community involvement, the institute is in D (Poor) categories. The institute falls in C (Normal) category in terms of accommodation, extra-curricular activities and recreational facilities. Moreover, ~~7/10/2018~~ (Normal) and for the Training Content Revision the institute is of Poor (D) level. The major reason of not getting jobs by the students of this institute is that the students are not properly skilled.

Courses Offered By Allama Iqbal Open University Center

The Center is located at Main Road, Bilal Colony, Sahiwal. It offers trainings only in 2 trades. In terms of general conditions the Center is in B (Average) category, whereas it is in C (Normal) categories regarding maintenance levels, safety, and equity standards. Similarly,

the Center is in C (Normal) category in terms of provision and availability of capital equipment, consumable items, ICT and store provisions. Regarding curricula availability and curricula format the Center holds B (Average) levels; it is at C (Normal) in terms of curricula design and in A (Good) regarding assessment methods. In terms of linkages with the potential employers and the follow-ups, the Center is in C(Normal) range, regarding placement efforts it is in Poor (D) category and it has an Average (B) level of community involvement. Accommodation facilities are of Average (B), extra-curricular facilities are of Normal (C) and the recreational facilities are of Poor (D) quality here. Training Content Revision is Poor (D) and the Training Content Meets Market Demand is Normal (C) in this Center. An inappropriate Training trade is the major reasons for its students not to get jobs after the completion of the training programmes.

Madina Training Center

It is a private vocational training center and is located in small industrial estate, Sahiwal. It offers trainings in 4 trades. It has a Normal (C) quality in general conditions, maintenance, safety, and equity standards. Similarly, the Center has Normal (C) categorization regarding provision and availability of capital equipment, consumable items, ICT and Stores provisions. Madina Training Center is of C (Normal) standard on all the criteria of Teaching Materials. In terms of linkages with the potential employers, placement efforts, follow-ups and the community involvement, the Center is again in C (Normal) categories. The center falls in C (Normal) categories in terms of accommodation, extra-curricular activities and recreational ing design and for the Training Content Revision the center is of Poor (D) level. The major reason of not getting jobs by the students of this institute is the inappropriate training trades.

Hi-Career College of Commerce

The College is situated at Liaquat Road, Civil Lines, Sahiwal. It is a private college and offers trainings in 3 trades. The general condition and the equity standards of this college are at C (Normal) level, whereas maintenance and safety standards are at B (Average) levels. The availability of capital equipment and the use if ICT is of C(Normal) levels while the provision of consumable items and stores is at B (Average) level. In this college, the curricula availability and curricula format are of Poor (D) quality, whereas the curricula design is of

Average (B) level. The assessment methodologies used in the college are of Normal (C) level. The College presents a poor picture in terms of its linkages with the potential employers, placement efforts, follow-ups and the community involvement as it is categorized as Poor (D) on all these counts. The accommodation is Poor (D) but the provision of extra-curricular design level. The major reason of not getting jobs by the students of this college is the inappropriate training trades.

Allama Iqbal Polytechnic College

It is situated at Madina Market, Sahiwal. It is a private institution and offers trainings in 8 trades. It is categorized as Normal (C) in terms of general conditions, safety, and equity standards and is Poorly (D) maintained. Similarly, the Institute has Normal (C) categorization regarding provision and availability of capital equipment, but a better ranking of Average (B) in terms of consumable items and ICT with below Poor (E) Stores provisions. The worst aspect of the College is the below Poor (E) ranking in terms of curricula availability, design and format. However the assessment methodologies are better (Average B). In terms of linkages with the potential employers, and the follow-ups the institute is in C (Normal) category, it is Average (B) in placement efforts and Poor (D) in community involvement. The institute falls in B (Average) category in terms of accommodation, but in C (Normal) regarding extra-curricular activities and recreational facilities. Moreover, in terms of and the Training Content Revision, it is in C (Normal) category. The major reason of not getting jobs by the students of this institute is that fewer opportunities are available for the skills they acquired.

Quad-e-Azam Group of Technical Institutes

It is situated in Shadab Colony, Sahiwal. It is a private institute and offers trainings in 10 different trades. It is categorized as Normal (C) in terms of maintenance and safety and is Average (B) regarding general conditions and equity issues. The capital equipments, consumable items and ICT are Average (B) while the store provisions are Normal (C). The curricula availability is Normal (C) while the curricula design and format are Average (B), while the assessment methodologies are Poor (D). The institute linkages with the

potential employers and the community involvement are Poor (D) but the placement efforts and the follow-ups are Average (B). Similarly, the extra-curricular activities and the recreational facilities are Average (B). Moreover, in terms of

the Training Content Revision, it is in B (Average) category. The major reason of not getting jobs by the students of this institute is that the fewer opportunities are available for the skills they have acquired.

Limit Group of Colleges

It is also a private college situated at Stadium Road, Sahiwal and offers trainings in 5 trades. The college has Average (B) general conditions, maintenance, safety, and equity aspects. Similarly, the college is categorized as Average (B) regarding capital equipment and stores provision. The consumable items provision is Normal (C) and the ICT is Good (A). The college is placed at Average (B) in terms of curricula availability, design and assessment; the curricula format is Normal (C). However, the college is Poor (D) in terms of linkages, placement efforts, follow-ups and the community involvement. The accommodation is below poor (E) but the extra-curricular activities and the recreational facilities are Average (B). Moreover,

and the Training Content Revision, it is in C (Normal) category. The major reason of not getting jobs by the students of this institute is that the students are not properly skilled.

National Training College

Situated at the Church Road, it is a private college offering trainings in 7 trades. The college has Average level of general conditions, maintenance, safety and equity standards. The capital equipment, consumable items, ICT and Stores provision is normal. Similarly, on all accounts of teaching materials quality, the college has Normal (C) levels. However, the college is graded Poor (D) regarding linkages with the employers, placement, follow-ups and community involvement. The college is normal (C) in terms of accommodation and extra-

curricular activities and the recreational facilities are Average (B). Moreover,

and the Training Content Revision, it is in C (Normal) category. The major reason of not getting jobs by the students of this institute is that the students are not properly skilled.

is in Poor (D) category. The major reason of not getting jobs by the students of this institute is that the students are not properly skilled.

Bismillah Training Academy

It is also a private institution, situated at Jehaz Ground and offering trainings in 3 trades. The Academy has Poor (D) general conditions, maintenance, safety and equity standards. It has normal (C) standards regarding Capital equipments, consumable items, ICT and stores provisions. The curriculum availability and curriculum design are Average (B) while the

the potential employers, placement, follow-ups and the community involvement are below

poor (E). The accommodation, extra-curricular activities and the recreational facilities are

Content Revision, it is in Normal (C) category. The major reason of not getting jobs by the

students of this institute is that the students are not properly skilled.

Chapter 4: Major Findings and Recommendations

4.1. Major Findings of the Study

a. Target Beneficiaries

1. The majority of the children is above 10 years of age, and is illiterate. Even those who received some formal education have completed 8 or less years of schooling. The illiteracy is higher among the males working children than the females.
2. 87% of the working children have acquired no skills at all. Regarding gender distribution, girls have a bit higher level of skill deficiency (90.8%) as compared to boys (84.2%).
3. Almost 93% of the working children earn less than Rs. 5000 per month. The median income is less than Rs. 3000 per month, both for the boys and the girls.
4. 26.4% of the children interviewed during the survey face no challenges at the workplaces. The ratio of children facing no challenges at the workplace is higher among the girls (34.8%) than the boys (20.4%)
5. The most serious challenge faced by children at their workplaces is physical abuse (19.5%), which is a more serious challenge for the boys (25.3%) than the girls (11.6%). The other commonly related challenges are harsh working conditions and long working hours. Not being paid in time is another problem faced by the working children.
6. 47.4% of the children did not express any desire for the higher incomes. Those who did not express desire for higher incomes were higher among the males (64.6%) than the girls (23.7%).
7. Almost 60% of the children think that they can achieve higher/desired incomes either by staying in their own professions or increasing their educational abilities. 32% of the children had no idea how to achieve their desired incomes, and only 3.5% think that they can progress by changing their professions.
8. The families of 96% of the working children do not have any savings. This shows a high level of vulnerability of these families for any shock.

Parents of the Target Beneficiaries

1. 40% of the parents of the working children are illiterate. Moreover, 90% of the parents have 8 or less years of schooling.
2. Unemployment among the mothers of the working children is high (53.5%), where on average unemployment rate is almost 21%.
3. The median monthly income of the parents of the working children is in the range of Rs. 1001-3000 per month. 88% of the parents of the working children have incomes less than Rs. 5000 per month.
4. 40% of the parents do not possess any asset that can be used as collateral to obtain loans from traditional banking system. Another 27% of the parents own only a house, and for them the risk of collateral based borrowing is too high.
5. 60% of the parents have put their child at work to meet the financial needs of the family. The second most important reason for putting the child at work is the lack of interest of the child in studies (33.5%)
6. 84% of the parents desire further education for their working children.
7. 55% of the parents receive SSN benefits.
8. 80% of the parents have not borrowed any money.

b. Potential Employers of the Target Beneficiaries

1. The most commonly available jobs are electrician/auto-electrician, auto-mechanic, and tailoring/garment.
2. 97.5% of the potential employers think that education is necessary for the children to get the jobs in the market.
3. Almost one-third of the potential employers say that basic literacy (basic numeracy/reading and writing urdu) is the requirement for the jobs they have. Another 15% say that vocational training is the required educational level for the entrants.

c. Training Institutes

1. The general conditions of the existing training institutes generally lie in C category. .
2. The teaching material (curriculum design, format and availability) used by the training institutes are generally of average quality.
3. The existing institutions lack backward (community) and forward (employees) linkages regarding their training courses.
4. The training design of most of the existing institutions is not up to the market requirements.
5. Inappropriate training (29.4%) and not being properly skilled (35.3%) are the key reasons that the graduates from these training institutes do not find jobs in the market.

d. Trades/Skills to be covered by the Programme

As mentioned earlier, the majority of the children are illiterate and don not possess any skills. This situation not only results in the difficulties these children face to perform their jobs effectively, but also hampers their ability to rise in these professions.

Keeping in view the responses of the potential employers, job market surveys, discussions with the key informed persons and given the massive illiteracy among the target beneficiaries, it is imperative to impart basic literacy (including, but not limited to, basic numeracy, basic reading and writing skills) to these children.

No list of trades/vocational trainings can be exhaustive, because there is a continuous change in the skills requirement with the changes in technology and introduction of new goods and processes. A basic list of important trades is developed (Annexure-I) keeping in view the current market requirements and trends in the target areas. However, it is strongly recommended that the trades offered may be revised regularly keeping in view the discussion with the stakeholders. A detailed list of trades developed by N-IRM can be

very helpful in the consultation process and for introducing new trades. The list is given at Annex-II.

4.2. Key Recommendations

On the basis of the major findings, and in view of the objectives of the present study, the following recommendations are made:

General

1. Any intervention designed to withdraw the working children from hazardous professions needs to necessarily involve all the key stake-holders; namely working children, parents of the working children, the potential employers, the informed citizens etc.
2. ILO must also collaborate with other organizations (NGOs, SSNs) working in the target areas, and if possible, the delivery of various benefits could be inter-linked.
3. Different types of training programmes must be designed to meet the specific needs of different categories of working children (on the basis of age, gender, previous education, skill needed).
4. Withdrawing the children from their works for full-time training, could be seriously resisted by the parents, for it means a substantial decline in their already meager incomes. In such a case, many working children might not be able to participate in the training programmes. In order to ensure maximum participation of the working children in the training programmes, ILO may consider either introducing part-time (2-4 hours per day) trainings, or full-time trainings with small stipends to the needy participants.
5. Training/literacy programmes should be of short durations (3-6 months), to ensure larger participation, and continued interest of the participants. As a large number of the children need to participate in the basic literacy course, the course timings may be kept flexible (could be offered in the morning as well as in the evening). The other children, who have already a few years of schooling and possess the basic numeracy and reading/writing skills, may be allowed to directly participate in the VT programme.

6. A mechanism needs to be developed to ensure continued linkages of the programme with the potential employers. These linkages will have several benefits for the successful implementation of the programme; like the potential employers can provide up-to-date information about the job availability and skill requirements. This will help the course coordinators and instructors to update their courses continuously. Moreover, the graduates of the vocational training courses will find it easier to get employment with these employers.
7. Trainings must be imparted at places in the close vicinity of the workplaces/homes of the target beneficiaries. There are several reasons for this recommendation. One, if the training programmes are conducted at far-off places involving long traveling time and costs, the participants will have to face double problems of losing their jobs even in case of part-time training courses and then bearing the burden of traveling expenditure. Field training camps and mobile training workshops must be introduced to ensure larger and continued participation. The benefits of the programmes can be maximized by reducing the costs for the participants, both in terms of time spent and the traveling cost. Two, the participation of girls in the training programmes offered in distant places will significantly be compromised, due to socio-cultural and economic barriers which restrict the mobility of girls in our society.

Existing Training Institutes

1. For a successful implementation of the programme, ILO may adopt a two-pronged strategy. It may provide support to the existing training institutes in the target areas for the improvement of their courses, training materials like equipments, and streamlining the courses with the market demands. (A detailed list of recommendations for the improvement of the existing training institutions is given at Annexure-IX). Moreover, it may simultaneously benefit from the experience of I-NRM for the overall implementation of the programme. The reasons for this recommendation are given below.
 - (a) Collaboration of ILO with the existing institutions for the implementation of this programme may be of little benefit unless significant improvements are made in the workings of these institutions, due to following reasons:

List of Trades in Demand

Identified Trades for Boys

1. Electrician
2. Auto Electrician
3. Motor winding/repair work
4. Auto mechanic (motorcycles)
5. Auto mechanic (car)
6. Denting and Painting
7. Tailoring/Dress Designing
8. Plumber
9. Generator repairing
10. UPS repairing and installation
11. Data Entry/Call Center
12. Catering and Cooking
13. Salesman/marketing
14. Office automation/computer operator
15. Cable Networking
16. Mechanical skills for working in factories
17. Handicrafts

Trades in Demand (For Girls)

- 1- Beautician
- 2- Hand Embroidery
- 3- Adda Work
- 4- Bag Making
- 5- Decoration Pieces Making
- 6- Introduction to Computer
- 7- Dress Designing
- 8- Machine Embroidery

List of Trades offered by NRSP-Institute of Rural Management

No	Training Title	Pax	Pax Profile	Trg. Duration	Training Institute
1	loader operator	20	Primary	30	VTEC
2	Crane operator	20	Primary	30	VTEC
3	Roller operator	20	Primary	30	VTEC
4	Excavator Operator	20	Middle/Matric	30	VTEC
5	Industrial Electronics	20	Middle	90	IRM-VTEC
6	Quantity Surveyor	20	F.A	90	NISTE
7	Industrial Electrician	20	F.A	90	TTC/NISTE
8	Advance Civil Surveyor	20	F.A	90	TTC/NISTE
9	Fiber Optical	20	Matric	90	NISTE
10	Bag making	20	Middle/Matric	90	VTEC
11	Aluminum Carpenter	20	Matric	60	ICTE
12	Bakery Products	20	Middle	60	ICTE
13	Book Binding	20	Middle	60	IRM-VTEC
14	Computer Networking	20	Middle	60	SOS
15	Denting & Painting	20	Matric	60	ICTE
16	Electric Generator	20	Inter	60	NSTI
17	Electric Welding	20	Middle	60	SOS
18	House Hold Appliances	20	Middle	60	ICTE
19	Motor Cycle Mechanic	20	Middle	60	ICTE
20	Tractor Repairing	20	Middle	60	ICTE
21	Carpenter	20	Middle/Matric	60	HAZA KHHEL
22	Civil draft man	20	Middle/Matric	60	VTEC
23	Refrigeration & Air Conditioner	20	Middle/Matric	60	VTEC
24	Painting Vehicle	20	Middle/Matric	60	VTEC
25	HVAC Technician	20	Middle/Matric	60	VTEC
26	HVAC Duct Man	20	Middle/Matric	60	VTEC
27	HVAC Welder	20	Middle/Matric	60	VTEC
28	Advance Computer Training	20	Middle	30	IRM-VTEC
29	Advance Tailoring	20	Middle	30	IRM-VTEC
30	Auto Electrician	20	Matric	30	IRM-VTEC
31	Auto Mechanic	20	Matric	30	IRM-VTEC
32	Basic Computer Training	20	Matric	30	IRM-VTEC
33	Batteries Repairing	20	Middle	30	IRM-VTEC
34	Beautician	20	Matric	30	ATC
35	Building Electrician	20	Primary	30	SOS
36	Civil Surveyor	20	Primary	30	SOS
37	Clew	20	Middle	30	IRM-VTEC
38	CNG Installation & Service	20	Primary	30	IRM-VTEC

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39	Computer Hardware	20	Middle	30	IRM-VTEC
40	Cooking Training	20	Middle	30	IRM-VTEC
41	Curtain, Pillow & Cushion	20	Middle	30	IRM-VTEC
42	Electric Motor Winding	20	Middle	30	IRM-VTEC
43	Furniture Polish	20	Middle	30	
44	Machine Embroidery	20	Middle	30	NCRD
45	Mason	20	Middle	30	IRM-VTEC
46	Machinist	20	Middle	30	IRM-VTEC
47	Mobile Phone Repairing	20	Middle	30	
48	Oil & Gas Drilling	20	Middle	30	VTEC
49	Plastic Chapal making	20	Middle	30	IRM-VTEC
50	Plumbing	20	Middle	30	SOS
51	Professional Tailoring	20	Primary	30	IRM-VTEC
52	Refrigeration & Air Conditioner	20	Middle	30	VTEC/SOS
53	Screen Printing	20	Middle	30	NCRD
54	Sewing Machine Repair	20	Middle	30	
55	Tile Fixer	20	Middle	30	SOS
56	Trunk Making	20	Middle	30	SOS
57	TV/ DVD Player	20	Middle	30	SOS
58	UPS Making & Repairing	20	Middle	30	SOS
59	Auto CAD	20	F.A	30	VTEC
60	Bicycle repairing	20	Middle/Matric	30	VTEC
61	Calligraphy	20	Middle/Matric	30	VTEC
62	Candle making	20	Middle/Matric	30	HAZA KHHEL
63	Chick making	20	Middle/Matric	30	HAZA KHHEL
64	Curtain making	20	Middle/Matric	30	VTEC
65	Poultry management	20	Middle/Matric	30	VTEC
66	Office Automation	20	Middle/Matric	30	VTEC
67	Motor winding	20	Middle/Matric	30	VTEC
68	Frame making	20	Middle/Matric	30	VTEC
69	Generator Repairing	20	Middle/Matric	30	VTEC
70	Hear Dresser	20	Middle/Matric	30	VTEC
71	Ice Cream Making	20	Middle/Matric	30	HAZA KHHEL
72	<i>Mohra</i> Making	20	Middle/Matric	30	HAZA KHHEL
73	Nursery Raising	20	Middle/Matric	30	HAZA KHHEL
74	Gardening	20	Middle/Matric	30	HAZA KHHEL
75	White Wash	20	Middle/Matric	30	VTEC
76	Pickle packing	20	Middle/Matric	30	MEHRAN
77	Framing	20	Middle/Matric	30	VTEC
78	Goat Farming	20	Nil	30	MEHRAN
79	Printing Press	20	Middle/Matric	30	VTEC
80	<i>Sindhi/Urdu</i> typing	20	Middle/Matric	30	MEHRAN
81	Rope making	20	Nil	30	MEHRAN
82	Peter Engine repair	20	Middle/Matric	30	MEHRAN

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83	Motor Boat engine repair	20	Middle/Matric	30	MEHRAN
84	Rilli making	20	Middle/Matric	30	MEHRAN
85	Arc Work	20	Middle/Matric	30	MEHRAN
86	Sindhi Cap making	20	Middle/Matric	30	MEHRAN
87	Auto cat	20	Middle/Matric	30	VTEC
88	English speaking	20	Matric / F.A	30	VTEC
89	Arabic speaking	20	Matric / F.A	30	VTEC
90	Computer graphic	20	Matric / F.A	30	VTEC
91	Candle, surf, soap making	20	Primary	30	MEHRAN
92	Car A.C	20	Middle/Matric	30	MEHRAN
93	Poshish making	20	Primary	30	VTEC
94	Fire Fighting	20	Middle/Matric	30	VTEC
95	Tire Puncture	20	Nil	30	MEHRAN
96	Hotel Waiter	20	Middle/Matric	30	VTEC
97	Security guard	20	Middle/Matric	30	VTEC
98	Key maker	20	Primary	30	VTEC
99	Photo copier repairing course	20	Middle/Matric	30	VTEC
100	Fax repairing	20	Middle/Matric	30	VTEC
101	Plastic coating	20	Middle/Matric	30	VTEC
102	Dry cleaning	20	Middle/Matric	30	VTEC
103	Shoe making	20	Primary	45	VTEC
104	Stamp making	20	Middle/Matric	30	VTEC
105	Watch repairing	20	Middle/Matric	30	VTEC
106	Roof water proofing	20	Primary	30	VTEC
107	Fumigation	20	Primary	30	VTEC
108	Car decoration	20	Primary/Middle	30	VTEC
109	Marriage stage decoration	20	Middle/Matric	30	VTEC
110	Waiters (men & women)	20	Middle/Matric	30	VTEC
111	Marriage card designing	20	Matric / F.A	30	VTEC

Field Assessments/General Observations:**Bottlenecks of vocational skills training programmes offered by public sector institutes?**

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which restrict their access to the programs offered by the Federal and Provincial Governments. These are:

- a) The Vocational Training Institutes (VTIs) established by the government provide short hours but long duration courses i.e. hours spent in a day are less while the total duration in terms of number of days is long. This makes the access to such institutions extremely difficult for the poor youth coming from far flung areas who cannot afford to be away from their farms for long time;
- b) Boarding and lodging arrangements: Due to the above mentioned reasons, the participants from the poor families cannot afford to arrange boarding and lodging on their own;
- c) Whilst VTIs have good hardware and technical knowledge, they do not have sufficient quantity of training materials that are used for experimentation and learning purposes;
- d) The training institutes do not provide post training apprenticeship or link with any other institution for hands on training;
- e) Due to limited capacity of the training institutes they cannot meet the demand of a large number of youth who need vocational skills training; and
- f) The VTIs have not established a sound system to ensure employability of the participants who graduate from such institutions.

The above mentioned problems are related to the supply side. On the demand side the potential participants especially the youth find following problems:

- a) They find it extremely difficult to identify a skill that best suit the market requirements and their abilities;

- b) The youth belonging to rural areas even after learning the technical skills are unable to market their skills due to poor communication and marketing skills. This is even a greater problem for women folks due to social and economic barriers;
- c) Due to poor research on employability options, a majority of participants adopt similar jobs and as a result their demand saturates.

Recommendations

Generally, the rural youth do not have access to the regular government sponsored skill enhancement programmes which are predominantly located in the urban centers and often offer course that are of long duration. Moreover, the Vocational & Technical Training Programme should be linked with the development of the individuals and their families. The programme should serve the twin objectives of imparting technical skills to the community and generating self-employment prospects.

The selected institutes should take various steps to improve supply side as well as the demand for vocational skills training. The measures suggested are:

- a. A complete research done to identify the bottlenecks of the VTIs and steps proposed to remove them e.g. N-IRM helped the VTIs design a curriculum that meets the requirements of participants coming from far areas and belonging to poor families. This includes increasing the number of hours a day and reducing the total duration in number of days.
- b. Redesigning the entire logistical system and work on arranging boarding and lodging by accessing private sector facilities in addition to improving the government hostels;
- c. The training budget should include a provision for the required training materials, thereby ensuring the practical application of theories studied during the course of training;
- d. Prior experience of working with ILO to identify pre-training and post training services for the participants which include a proper training needs assessment, a

detailed assessment of the participants, market research for employability, training in business management, communication etc. (N-IRM has worked with ILO in TREE Project and as a result a comprehensive training system has been designed that ensures proper identification of participants, trades and post-training supports).

- e. The institute should provides additional support to each participant which include; proper sensitization and education of parents of the participants, provision of micro credit where required for the purchase of tools and materials to start a new enterprise, linking the trainees with experienced entrepreneurs, providing post training service to find jobs or for self employment;

- f. The selected institute should hire the services of Business Development Officers, who are responsible for finding employment opportunities for the VTP graduates. This will further help in ensuring employment of the VTP graduates. (Studies have shown that about 60% of the VTP graduates of N-IRM either get self employed or find jobs in Pakistan and in Middle East).

Questionnaire***Part-One:****(Existing Vocational and Technical (Public/Private) Centers portfolios)**

Name of the Institution: _____ Public Private

Date of Establishment: _____ Location: _____

Q-1: List the Vocational and Technical courses offered by the institution.

S #	Course Name	Duration	Total number of trainees graduated
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Q-2: How do the applicants approach the institution for training?

Through Community Organizations In response to the media (newspaper/radio etc) advertisement

Directly approach for training Mention if any other _____

Q-3: Is there any quota system in the Vocational and technical education centers?

Yes No ~~Other~~

If yes, then specify the details: _____

Q-4: What is the selection criterion for the applicants seeking training? _____

Q-5: Before designing the training courses, is there any consideration given to the needs and demands of the local market?

Always Some Time Most of The Time Never

Q-6: Are the contents of the training revised to keep up with the local market trends?

Yes No ~~Other~~

Q-7: What is the selection criterion of the trainers teaching in the institutes? _____

Q-8: Does the institution keep track of the graduated trainees?

Always Some Time Most of The Time Never

Q-9: How often do the offered courses leads to self or wage employment?

80-100% 50-79% 20-49% 0-19%

Q-10: What are obstacles in acquiring jobs after getting training?

Lack of Education of the trainee Inappropriate training trade Not properly skilled
 Any other _____

Q-11: Does the institution possess equipment for the support of good learning?

- Sufficient and updated equipment Insufficient but updated equipment
 Sufficient but outdated equipment Insufficient and outdated equipment

Q-12: What is the percentage of practical work involved in the training course in general?

- 100% 70-99% 40-69% 10-39% 0-9%

Q-13: Does the institution intent to offer any new courses?

- Yes No I don't know

If yes, then specify the type of courses: _____

Q-14: Does the institution provide any post training services for small and medium enterprise development? If yes, specify the type of services?

- Yes No I don't know

Q-15: Personal Observations:

Personal Observations	*Score	Remarks
1) General Condition of the institution		
A- General		
B- Maintenance		
C-Safety		
D-Equity Issues		
2) Office, Classroom and Workshops. Deputy Principal/Principal/Director		
A- Capital Equipment		
B- Consumable Items		
C- Information and Communication Technology		
D- Stores		
3) Teaching Materialsn(Chief Instructor)		
A- Curricula availability		

B- Curriculum design and development		
C- Curriculum Format		
D- Assessment		
4) Institutional Linkages with Employers (Principal/ Director)		
A- linkages		
B- Placement		
C- Follow Up		
D- Community Involvement		
5) Trainee/Student facilities		
A- Gender Issues		
B- Accomodation		
C- Extra Curricula Activities		
D- Sport/Recreaion facilities		
6) Governance Issues (Principal/ Director)		
A- Provincial Level		
B-Local Level		
C-Institutional Level		
D- Individual Level		

**Score, A= Good, B= Average C= Normal, D= poor*

Questionnaire

(For the Target Beneficiary)

*Part-two:

Name: _____ S/O, D/O, W/O: _____ Man woman

Age: _____ Education: _____ No. of family members: Total: _____
Brothers: _____ Sisters: _____

Village: _____ U/C: _____ R/
Village: _____ Tehsil _____

Q-1 What is your present source of earning? Skilled labor: _____ Unskilled labor: _____

Q-2 What is your monthly income (in PKR)?

Less than 1000 Between 1001-3000 Between 3001- 5000 Between 5001- 7000

Q-3: What is the total income of your family?

Less than 1000 Between 1001-3000 Between 3001- 5000 Between 5001- 7000
 Between 7001- 10,000 _____

Q-4: How much do you want to earn? _____

Q-5: How can you earn your desired amount?

By working in the same profession By getting education

Q-6: What kind of challenges do you face at your workplace?

Harsh working conditions Physical abuse long working hours
 Mental stress Not paid on time Illiteracy Add if any other _____

Q-7: In case of Illiteracy what level of knowledge can be beneficial?

Basic Numeracy Reading Urdu Writing Urdu Reading and Writing Urdu

Q-8: Do you have plans for future?

Yes No ~~Other~~

If **Yes**, specify the plan _____

Q-9: Do you have money for initial investment in business:

Yes No

If **Yes**, specify the amount (in PKR) _____

Q-10: What kind of profession do you want to adopt?

Q-11: What are the skills that you possess? _____

Q-12: Do your family have any savings?

Yes No ~~Other~~

Q-13: Do you think education is necessary for decent living/work?

Yes No ~~Other~~

Questionnaire**(For the parents/guardian of the Target Beneficiary)*****Part-Three:**

Name: _____ Relation with the child _____ Man woman

Age: _____ Education: _____ No. of family members: _____ Disability Yes No

Village: _____ U/C: _____ R/

Village: _____ Tehsil _____

Q-1: Why did you select this profession for your child?

- For social networking State if any other _____

Q-2: Do you want your child to get education?

- Yes No

Q-3: Do you think there is any better earning option for your child?

- Yes No

it? _____

Q-4: Do you know about any of the vocational and technical education center in the area?

- Yes No

Q-5: Are you benefitting from any of the social safety net programmes?

- Yes No ~~Other~~

Q-6: Is any of the parents employed?

- Yes No

If yes, what is their profession _____ and monthly earning? _____

A- Profession: Mother: _____
 Father _____

B- Earning:

- Less than 1000 Between 1001-3000 Between 3001- 5000 Between 5001- 7000
 Between 7001- 10,000

Q-6: How many of your children are engaged in labor work and what is their monthly earning?

A- No. of children Involved in labor work: _____

B- Earning

- Less than 1000 Between 1001-3000 Between 3001- 5000 Between 5001- 7000
 Between 7001- 10,000 _____

Q-7: What kind of assets/saving do you possess?

- House _____ Money _____ Television _____
 Refrigerator _____
 Animal _____ Any Other _____

Q-8: Are you aware about the employment opportunities available in the local market?

- Yes No

If yes, specify

A: _____ B: _____ C: _____ D _____

Q-9: *Have you taken any loan at present?*

- Yes No ~~Other~~

*If yes, from
where:* _____

- Bank Local Lender Any of the Relative

Q-10: ~~Do you have any~~ *-employment?*

- Yes No ~~Other~~

*If yes, specify
it* _____

Questionnaire

(Formal and informal local market employers)

***Part- Four:**

Q-1: *What are the job opportunities available in the local market for children of age 10-18?*

A: _____ B: _____ C: _____ D: _____


E: _____ F: _____ G: _____ H: _____

Q-2 (a): *Which fields/professions in the local market demand for workers?*

A: _____ B: _____ C: _____ D: _____

E: _____ F: _____ G: _____ H: _____

(b) *Are they sustainable and decent also?*

Yes No 

Q-3: *Is there any role of education after getting skilled in acquiring job?*

Yes No

Q-4: *Which new vocational and technical trainings should be offered in the vocational and technical education centers to meet the needs of the local market?*

A: _____ B: _____ C: _____ D: _____

E: _____ F: _____ G: _____ H: _____

Q-5: *Is there any policy at formal/informal level for the support of needy children through capacity building?*

Yes No 

If yes specify _____

Q-6: *In future what kind of jobs will be required in the local market?*

A: _____ B: _____ C: _____ D: _____

E: _____ F: _____ G: _____ H: _____

Q-7: What level of education, trainees (Child Laborer) possess for having decent work (Job)?

Ans:

List of Training Institutes, Courses offered, course duration and current enrollment in each course

Institutes of Punjab Technical Education and Vocational Training Authority

Sl.#	Institution	Courses	Duration	Enrolment
1	Govt. Technical Training Institute, Ahmad Murad Road Sahiwal	Auto Mechanic, G-2	24	56
		Draftsman Civil, G-2	24	67
		Electrician, G-2	24	62
		Electronic Appliances Radio and TV	24	40
		Heating Ventilation, Air Conditioning and Refrigerator G-2	24	66
		Machinist G-3	24	37
		Auto Mechanic, G-3	12	16
		Draftsman Civil, G-3	12	26
		Electrician, G-3	12	31
		Heating Ventilation, Air Conditioning and Refrigerator G-3	12	36
		Machinist G-3	12	19
Total		11		456
2	Govt. Technical Training Institute, Chichawatni	Auto Mechanic, G-2	24	24
		Electrician, G-2	24	40
		Electronic Appliances Radio and TV G-2	24	17
		Refrigerator and Air Conditioning G-2	24	48
		Certificate in Computer Applications	6	24
		Heating, Ventilation and Air Conditioning	6	52
Total		6		205
3	Govt. Technical Training Institute, Harrapa Road Sahiwal	Auto and Farm G-2	24	95
		Draftsman Mechanical G-2	24	57
		Electrician G-2	24	81
		Electronics Application (Radio and TV)	24	8
		Fitter General G-2	24	70
		Machinist G-2	24	35
		Welder G-2	18	42
Total		7		388
4	Govt. Vocational Training Institute Women, Chichawatni	Diploma in Vocational Girls	24	11
		Domestic Tailoring	6	11
Total		2		22
5	Govt. Vocational Training	Diploma in Vocational Girls	24	16
		Beautician	12	14
		Beautician	3	12

	Institte Women, Sahiwal	Certificate in Computer Applications	3	19
		Basic Tailoring	3	10
	Total	5		71
6	Govt. College of Commerce ChichaWatni	B.Com Degree	24	60
		Diploma in Commerce	24	321
		Certificate in Computer Application	6	50
	Total	1		431
		Grand Total		1,185

PVTC Vocational Training Institutes

Sr. #	VTI Name	Running Trades	Course Duration	Enrollment
1	Sahiwal, W-Block, Near Robbani Mosque, Farid Town, Sahiwal	1. Computer Application & Database Management	14 Months	23
		2. Computer Hardware Repair and Network Assistant	14 Months	22
		3. Beautician	14 Months	25
		4. Dress Making	14 Months	23
		5. Repair & Maintenance of Electrical Appliances	14 Months	24
		6. Refrigeration and Air Conditioning	14 Months	25
2	Qadirabad (Satellite Campus VTI Sahiwal)	1. Dress Making	14 Months	23
3	Noor Shah (Satellite Campus VTI Sahiwal)	1. Dress Making	14 Months	22
Total		6		187

Private Vocational Training Institutes in Sahiwal

Sr. #	Institute	Courses	Duration	Enrolment
1	Bismillah Training Academy	Dress Designing	3 Months	35
		Tailoring	3 Months	23
		Total		58
2	Madina Training Center	Domestic Tailoring	3 Months	45
		Hand Embroidery	3 Months	25
		Total		70
3	Quaid-i-Azam group of technical	Mechanical Technology Scheme of Studies	3 Year	30
		Electrical Technology Schemes of Studies	3 Year	25
		Electronics Technology Schemes of Studies	3 Year	34
		Civil Technology Schemes of Studies	3 Year	37
		Total		266
4	National Tiloring College	Cutting and Stitching (Gents)	3 Months	17
		Cutting and Stitching (Ladies)	3 Months	18
		Cutting and Stitching (Arabian Dresses)	3 Months	7
		Cutting and Stitching (Suit Pant Coat)	3 Months	24
		Total		66
5	Fauji Foundation	Mehndi	2 Weeks	22
		Fabric Painting	4 Weeks	18
		Tie and Dye	4 Weeks	17
		Candal Making	4 Weeks	13
		Peeco and Applic Work	4 Weeks	18
		Ribbon Work	4 Weeks	24
		Sermic Work	4 Weeks	25
		Decoration Work	4 Weeks	23
		Drafting, Cutting and Tailoring	8 Weeks	22
		Hand & Machine Embroidery	8 Weeks	21
		Kintting (Hand & Machine)	8 Weeks	19
		Tarkashi	8 Weeks	18
		Coreshya Work	8 Weeks	13
		Adda Work	8 Weeks	21
		Dough Work	8 Weeks	9
		Beautician	8 Weeks	12
		Cooking	4 Weeks	6
Computer	8 Weeks	27		
Total		328		

Local Labour Market Study in District Sahiwal

6	AllamaIqbal Technical College	Computer Hardware	3 Months	23
		Computer Software	3 Months	17
		Introduction to computer	3 Months	22
Total				62
7	Bushra Beauty Saloon	Beautician	3 Months	12
Total				12
8	Iqra Tailoring Inst.	Tailoring	2 Months	13
		Cutting	2 Months	12
Toal				25
Grand Total				825

Recommendations for the improvement of the existing Technical/Vocational Training Institutes in the Target Area

Following are the key recommendations for the improvement of the working and role of the existing training institutions in Sahiwal. It may be mentioned here that the support/assistance of ILO needed by an individual institute may vary according to its own requirements.

1. On Job Training Programmes may be designed and implemented, wherever possible, benefiting the working children.
2. Introduction of new trades/courses, keeping in view the market requirements.
3. Need based trainings must be introduced, keeping in view the educational background, gender, socio-economic conditions of the participants.
4. Balance between wage- and self-employment oriented courses.
5. Capacity building of the training institutes for the quality and coverage of the skills.
6. Soft skills and Business Management skills as part of curriculum.
7. Need to revise curriculum, modern tools and techniques of skills-learning must be incorporated.
8. Provision of pick and drop facility for the vocational centers, especially for women.
9. Skills up-gradation courses for the instructional staff.
10. Provision of post training services
11. Up gradation of labs.
12. Provision of Consumable materials to the trainees.
13. Related market exposure visits to the trainees
14. Basic facilities (safe drinking water, latrine etc)
15. The areas of Public Private Partnership may be explored.

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