



# Local Labour Market Study

In District Sukkur for

Exploring Employability & Economic Opportunity through  
Vocational Skills Training



International Labour Organization

**TABLE OF CONTENTS**

<b>Executive Summary</b>	<b>7</b>
<b>Acknowledgements</b>	<b>9</b>
<b>Chapter 1: Introduction</b>	<b>10</b>
1.1. General Background	10
1.2. Objectives of the Current Study	15
<b>Chapter2: Survey Design and Methodology</b>	<b>17</b>
2.1. A Brief Introduction of the Sukkur District	17
2.2. Survey Design and Methodology	20
<b>Chapter 3: Descriptive Analysis</b>	<b>25</b>
3.1. Socio-economic Characteristics of the Potential Beneficiaries	25
3.2. Socio-economic Characteristics of the Parents of the Potential Beneficiaries	33
3.3. Analysis of the Potential Employers	42
3.4. An Analysis of the Training Institutes	46
<b>Chapter 4: Major Findings and Recommendations</b>	<b>51</b>
4.1. Target Beneficiaries	51
4.2. Potential Employers of the Target Beneficiaries	52
4.3. Training Institutes	53
4.4. Trades to be covered by the Programme	53
4.5. Key Recommendations	54

## **LIST OF ABBREVIATIONS**

<b>ILO:</b>	International Labor Organization
<b>ILO-IPEC:</b>	ILO <sup>2</sup> International on the elimination of child labor
<b>VT:</b>	Vocational Training
<b>VTI:</b>	Vocational Training Institute
<b>NRSP:</b>	National Rural Support Programme
<b>IRM:</b>	Institute of Rural Management
<b>UN:</b>	United Nations
<b>NPPA-CL:</b>	National Policy and Plan of Action to eliminate Child Labor
<b>EC:</b>	European Committee
<b>NTBP:</b>	National Time bound Programme Framework
<b>CBOs:</b>	Community Based Organizations
<b>CCB:</b>	Citizen Community Board
<b>DCC-CL:</b>	District Coordination Committee on Child Labor
<b>CLM&amp;R:</b>	Child Labor Monitoring and Referral System
<b>PPS:</b>	Probability Proportional Size
<b>PSUs:</b>	Primary Sampling Units
<b>SSU:</b>	Secondary Sampling Units
<b>TSU:</b>	Third Stage Sampling Units
<b>UC:</b>	Union Councils
<b>ICT:</b>	Information and Communication Technology
<b>SSN:</b>	Social Security Network
<b>GPIW:</b>	Government Polytechnic Institute for Women
<b>TEVTA:</b>	Technical, Educational Vocational Training Authority

## LIST OF TABLES

<b>Table 3.1</b>	Percentage Distribution of Children by Age and Sex	26
<b>Table 3.2</b>	Percentage Distribution of Children by Level of Education and by Sex	26
<b>Table 3.3</b>	Distribution of Children by Skill and Sex	27
<b>Table 3.4</b>	Distribution of Children by Range of Average Monthly Income	29
<b>Table 3.5</b>	Distribution of Children by the Challenges Faced at the Workplace	30
<b>Table 3.6</b>	Percentage Distribution of Children by Desired Income	31
<b>Table 3.7</b>	Percentage Distribution of Children by Way to Achieve Desired Income	32
<b>Table 3.8</b>	Percentage Distribution of Children by Savings	33
<b>Table 3.9</b>	Distribution of Parents by Education	34
<b>Table 3.10</b>	Distribution of Parents by Employment Status	34
<b>Table 3.11</b>	Percentage Distribution of Parents by Employment Status, by Level of Education and by Gender	35
<b>Table 3.12</b>	Distribution of Parents by Gender and Monthly Income	36
<b>Table 3.13</b>	Percentage Distribution of Parents by Assets	37
<b>Table 3.14</b>	Household Size Distribution	38
<b>Table 3.15</b>	Distribution of Parents by Reasons for Putting their Child at Work	39
<b>Table 3.16</b>	Distribution of Parents by better earning Option for Their Child	40
<b>Table 3.17</b>	Distribution by Number of Children Involved in Work	40
<b>Table 3.18</b>	Distribution of Parents by Income of Child at Work	41
<b>Table 3.19</b>	Distribution of Parents by Participation in SSN	41
<b>Table 3.20</b>	Distribution of Parents by whether they borrowed any loan	42
<b>Table 3.21</b>	Types of Available Job opportunities	43
<b>Table 3.22</b>	Distribution of Employers if in Need of Workers	44
<b>Table 3.23</b>	Role of Education in Getting a Job	45

## LIST OF FIGURES

<b>Fig. 3.1</b>	Percentage Distribution of Children by Age and Sex	26
<b>Fig. 3.2</b>	Percentage Distribution of Children by Level of Education and by Sex	27
<b>Fig. 3.3</b>	Distribution of Children by Skill and Sex	28
<b>Fig. 3.4</b>	Distribution of Children by Range of Average Monthly Income	29
<b>Fig. 3.5</b>	Distribution of Children by the Challenges Faced at the Workplace	30
<b>Fig. 3.6</b>	Percentage Distribution of Children by Desired Income	31
<b>Fig. 3.7</b>	Percentage Distribution of Children by Way to Achieve Desired Income	32
<b>Fig. 3.8</b>	Percentage Distribution of Children by Savings	33
<b>Fig. 3.9</b>	Distribution of Parents by Education	34
<b>Fig. 3.10</b>	Distribution of Parents by Employment Status	35
<b>Fig. 3.11</b>	Distribution of Parents by Monthly Income	36
<b>Fig. 3.12</b>	Distribution of Parents by Assets	38
<b>Fig. 3.13</b>	Reasons for Putting the Child at Work	39
<b>Fig. 3.14</b>	Distribution of Parents by better earning option for the Child	40
<b>Fig. 3.15</b>	Available Job Opportunities	43
<b>Fig. 3.16</b>	Need of Workers	44
<b>Fig. 3.17</b>	Role of Education in Getting a Job	46

## LIST OF ANNEXURES

<b>Annexure I</b>	List of Trades in Demand	57
<b>Annexure II</b>	List of Trades offered by NRSP Institute of Rural Management	58
<b>Annexure III</b>	Field Assessment/General Observations: Bottlenecks of vocational skills training programmes offered by public sector institutes	61
<b>Annexure IV</b>	Questionnaire (Existing Vocational and Technical Centers)	64
<b>Annexure V</b>	Questionnaire (For the Target Beneficiary)	68
<b>Annexure VI</b>	Questionnaire (For the parents/guardian of the target beneficiary)	70
<b>Annexure VII</b>	Questionnaire (Formal and informal local market employers)	73
<b>Annexure VIII</b>	List of Training Institutes, Courses Offered, course duration and current Enrollment	75
<b>Annexure IX</b>	Recommendations for the Improvement of the existing Technical/Vocational Training Institutes in the Target Area	77

## **Executive Summary**

The Local Labour Market Survey Report is produced by N-IRM for the ILO-IPEC initiated project titled Combating Abusive Child Labour II. 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 Sukkur 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 (81.5%) and lack the required skills (70.3%) for a decent job (self or employed). The illiteracy is alarmingly high among the female working children (93.7%), but they are more likely to possess skills (60.7%) as compared with the male working children (76.8% are illiterate and only 18% possess skills). The 72% 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. Particularly, the female working children earn very low incomes, as 73% of the girls have incomes less than Rs. 1000 per month. Very few children have reported any savings of their families (9.1%).

The 20.3% of the parents of the working children are unemployed and 15.4% of them are illiterate. The only valuable asset that they most of the parents own is the house (74%), in which they reside. A majority of the parents (61%) earn less than Rs. 5000 per month with a median household size of 4-6 persons. That is why 72% of the parents have put their children to work to meet the financial needs of their families. The 34.6% of the parents receive transfer payments from some Social Security Network (SSN) programmes, and 90.7% 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, welding, tailoring and plumbers for boys; and Applicwork, Rillimaking, Sindhi topi making, tailoring, machine embroidery and beautician for the girls. The 95.7% of the potential employers interviewed are in need of workers. The 60.9% 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.

However, the two training centers in Sukkur operated by National Rural Support Programme-Institute of Rural Management provide short training courses in trades which are in high demand in the market, and impart practical skills and hands-on experience to the participants, thereby substantially increasing their abilities to obtain appropriate jobs in the market.



## 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.

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Aasim Reza  
Manager - PMER

## Chapter 1: Introduction

### 1.1 General Background

The total population of Pakistan is estimated to be 177.1 million at mid-year 2011, and an estimated population growth rate of 2.07% per annum which is the highest in South Asia and one of the highest in the world. Roughly two-third of the population lives in the rural areas. The total fertility rate is showing a declining trend which is currently at 3.5, which is still the highest in South Asia. The age-structure of the population shows that around 35.8% of the population was below 14 years of age in 2010. This age-structure and population trends show that, despite decline in the fertility rate, the total population will continue to grow in future, putting immense pressure on the limited available resources.

With the crude labour participation rate of 33%, Pakistan had the 9<sup>th</sup> largest labour force in the world, estimated to be 54.92 million people (Labour Force Survey 2009-10). Since, 2003-04, Pakistan is experiencing an absolute increase of more than 1.5 million labour force each year. The unemployment rate was 5.55% during 2009-10 (slightly higher than 2006-07 of 5.32%, 2007-08 of 5.19% and 2008-09 of 5.45%). 12.6% of the children of age group 10-14 years join the labour force (15.4% of the male and 9.2% of the female). The labour force participation rate is much higher in 15-19 years age group, which is 37.1%. More than half of the children of this age group participate in the labour force among the males (52.7%).

**WORKING CLASS** the last three years, due to stabilization policies and internal and external shocks. The overall economic growth has been hovering around 2-4% from 2006-07 to 2010-11. The growth rate of 2.4% during 2010-11 was one of the lowest in South Asia. The growth in several labour intensive sectors was nominal during 2010-11 (agriculture 1.2%, mining 0.4%, and construction 0.8%) except in small-scale manufacturing sector (7.5%). The large increases in the working age population and an increased labour force participation rate combined with economic slowdown and high rate of inflation must have reduced 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 Child Labour

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 18<sup>th</sup> and 19<sup>th</sup> 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 18<sup>th</sup> Amendment, w.e.f, April 19<sup>th</sup>, 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 ~~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).~~

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 ~~and~~

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.



- Availability and requirements of the micro-credits in the local markets for the creation of self-employments 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 Sukkur District. A similar report for the Sahiwal 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 A Brief Introduction of Sukkur District

The Sindh Province consists of 23 Districts. Sindh is situated in a subtropical region; it is hot in the summer and cold in winter. Temperatures frequently rise above 46 °C (115 °F) between May and August, and the minimum average temperature of 2 °C (36 °F) occurs during December and January.

Sindh is divided into three climatic regions: Siro (the upper region, centered on Jacobabad), Wicholo (the middle region, centred on Hyderabad), and Larr (the lower region, centered on Karachi). The thermal equator passes through upper Sindh, where the air is generally very dry. Central Sindh's temperatures are generally lower than those of upper Sindh but higher than those of lower Sindh. Dry hot days and cool nights are typical during the summer.

#### 2.1.1 Sukkur district at Glance

City of Sukkur grew out of a catalytic earth quack in 916 and when the course of the river Indus was completely destroyed and people shifted to Bakhar. It was during Mughal period that the Turkhan and other living in Bakhar, a mid-stream Ireland of River Indus, moved to the right and left bank of the river Indus, Thereby laying the foundation of the twin cities Sukkur and Rohri. Sukkur city is spread over an area of 32.186 SQ KMS. Having population of 0.335 million according 1998 census. Now it is say about 0.395 million.

The Upper Sindh has an Agro-Based economy. Accordingly, most of the Agro- Based industries were set up here including Cotton Ginning, Vegetable Ghee & Cooking Oil, Flour, Cotton Thread, Cement, Fertilizer, Agriculture Implements, Tractors Repair Workshop, Confectionery and Dates Processing Mills etc.

### 2.1.2 Climate:

The district has extremes of climate. During summer the temperature sometimes rises to 122 F, while in winter it nears freezing point. The months of August and September are stuffy and suffocating. However, the nights of May, June, and July are pleasant.

### 2.1.3 Geology:

The river Indus runs through the district, and there are lakes on both sides of the river. The eastern part of District, consisting of part of Taluka Rohri, juts out east of the Nara as far as Mirpur. Taluka Mathelo extends south and east of Dahar Canal. This region is known as Registan. The predominant topographical feature of the District is a flat and level plain.

### 2.1.4 Major Caste

The main tribes living in the District are The Pirzadas, The Bhuttas, The Mangis, The Lanas, The Pathan, The Bandhanis, The Syed, The Jatois, The Abbasis, The Qureshis, The Shaikhs, The Indaras, The Ghotas, The Lagharis, The Sundrains, The Mahar, The Samejas, The Dharjas, The Pitafis, The Qadris, and the Junejas, with Mohana fishermen living on the river. A variety of faiths and subsect are represented, including Agha Khani, Memon, Kathiawari, Christian, and Hindu, although the majority of the population is Sunni Muslim. The main languages spoken are Urdu, Sindhi, and Punjabi.

### 2.1.5 Demography

A historic image of Rohri & Sukkur At the time of Pakistan's independence in 1947, Sukkur district comprised approximately 200,000 inhabitants, mostly engaged in agricultural pursuits and fishing industry. Over time, Sukkur has seen a moderate rise in population (2 to 2.5% per annum) as compared to Pakistan's, except in late 1960s and early 70s when population growth rate reached 4.43% (1972 census) due to internal migration and establishment of some large bridges on river Indus. According to official census of 1998, Sukkur has 908370 inhabitants and density of 175.9 persons per square kilometer.

### 2.1.6 Irrigation

The river Indus traverses the whole of Sukkur District, passing through the gorge between Sukkur and Rohri. The importance of Indus water to the agriculture of the whole of Sindh has long been recognized, and successive regimes have endeavored to harness and utilize its

flow, and predict its flood. To that end a system of canals has been built and enlarged over the centuries, and in the past seventy years huge barrages have been erected. Canals are of two types, inundation, i.e., seasonal, and perennial. The former are primarily old river beds while the latter are artificial.

### 2.1.7 Irrigation System

The irrigation system of the district is partly controlled by the Sukkur Barrage, but mainly by the Guddu Barrage, which was inaugurated in 1963. These barrages have brought prosperity to the District by increasing the cultivable areas.

### 2.1.8 Livestock and Veterinary Services:

Livestock plays several important roles in the agricultural economy of Pakistan. Bullocks provide the motive power for many agricultural operations and also supply meat, milk, manure, and hides. The Red Sindhi cow and the Kundi buffalo are known for their high-yield milk production, while the Thari cow is a dual-purpose breed. Used for both milking and working. Other livestock include camels, goats, sheep, horses, donkey, and poultry. Blankets are made from camel-hair. A milk development programme was set up with the assistance of the Asian Development Bank with a view to improving yields of both milk and meat.

### 2.1.9 Fisheries:

Fish of many kinds are caught in the canals, particularly in the deep pools that are left standing during a canal closure. There are no fishing towns, but a class of fishermen, the Jhabers or Mohanas, depend exclusively on their earnings from fishing. They live scattered around the villages bordering the river. A village of Mohanas is Miani. The Principal kinds of fish found are **Palla**(Clupeailisha), **Dambhro**(Labeoohita), **Mori** (MugilWaigieusis), **Muli or Poiki**(Wallagoattu), **Morakhi or Morakho**(CirrhinaMrigale), and **Thelli**(Catlabushanani). There is another class of fish which, though considered by some as coarse and unsavory, is preferred to the delicate kinds by the common people; at any rate it constitutes a much large proportion of their food. These are the Catfishes and other Silurodea, which include a number of species of enormous size.

### **2.1.10 Dates and Dry Dates Industry In Sukkur District**

Sukkur has the largest Dates and Dry Dates Market of Asia. The name of dates market is AGHA QADIR DAD AGRICULTURE MARKET situated at left Bank of River Indus SUKKUR. Dates and Dry Date are being exported to India, Australia and America amounting to Rupees Two Billion annually. Due to its soil and seasons, Sukkur is an ideal place for date cultivation.

### **2.2. Survey Design and Methodologies**

The survey was conducted by the N-IRM team in Sukkur. It was divided into two parts, part one consisted of field study and the second part dealt with data cleansing, analysis and final report. 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, (d) Technical Training institutions.

The rationale for the data collection from these four groups is as under:

**Target Beneficiaries:** To get reliable and verifiable data about the socio-economic conditions of the target beneficiaries is the key objective of the study. Approximately 339 potential target beneficiary child workers were interviewed in Sukkur District.

- (a) **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 to be discussed later in detail. 189 parents of the working children were interviewed.
- (b) **Firms and Potential Employers:** In the target areas of Sukkur, 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. Interviews were conducted with 22 potential employers.
- (c) **Technical Training Institutions:** The contents, quality and relevance of the training programs offered in the public sector vocational and technical training institutions need to be assessed using the information gathered from 5 different technical

training institutes in Sukkur District. Moreover, the information about the working and courses of the two centers operated by the NRSP-IRM have also been included.

### **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 Survey for (d) Technical Training Institutes**

11 Technical and Vocational Training Institutes were contacted to obtain information about their courses and workings. These institutes are operating both in the Government and the

private sector. Detailed information could be obtained from 5 of these institutions. A list of the training institutions contacted, their courses, current enrollments and the duration of each course is attached as Annexure-XIII. Moreover, two training centers operated by NRSP-IRM in Sukkur were also visited and detailed information was gathered on the course they offer, their teaching methodologies, laboratories, accommodation facilities etc. These training centers are Vocational Training Center, Mehran and the IRM training center at Government Polytechnic Institute for Women, Sukkur.

### **The areas covered during the survey**

The data was mainly collected from the following areas:

#### GaramGodi (UC 5)

- i. ShaheedGunj(UC 3)
- ii. Bari pattni. Ali wala, abbasimohalla (UC 21)
- iii. Goli Mar (UC 14)
- iv. Bander Road (UC 3)
- v. Qureshi Goth (UC 25)
- vi. Ali Wahan, soomromohalla (UC 27)
- vii. Machi Village (UC 21)
- viii. Old Sukur (UC 8)
- ix. Gharibabad (UC 7)
- x. Ali Abad? Or Allahabad? (UC 18)
- xi. New Pind (UC 11)

## Themes and Survey Instruments

The data collected included 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)

## 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.

### **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.

### **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.

### **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.



## Chapter 3: Analysis of the Survey Data

This chapter is primarily focused on the analysis of the survey data. It is divided into four sections:

- A. Socio-economic characteristics of the potential beneficiaries: the children working in the abusive work environments
- B. Socio-economic characteristics of the parents of potential beneficiaries
- C. Feedback from the major employers of the target areas
- D. Quality and relevance of the vocational training programmes in the existing training institutions

The major findings and the recommendations are listed in the next chapter.

### **3.1. Socio-Economic Characteristics of the Potential Beneficiaries**

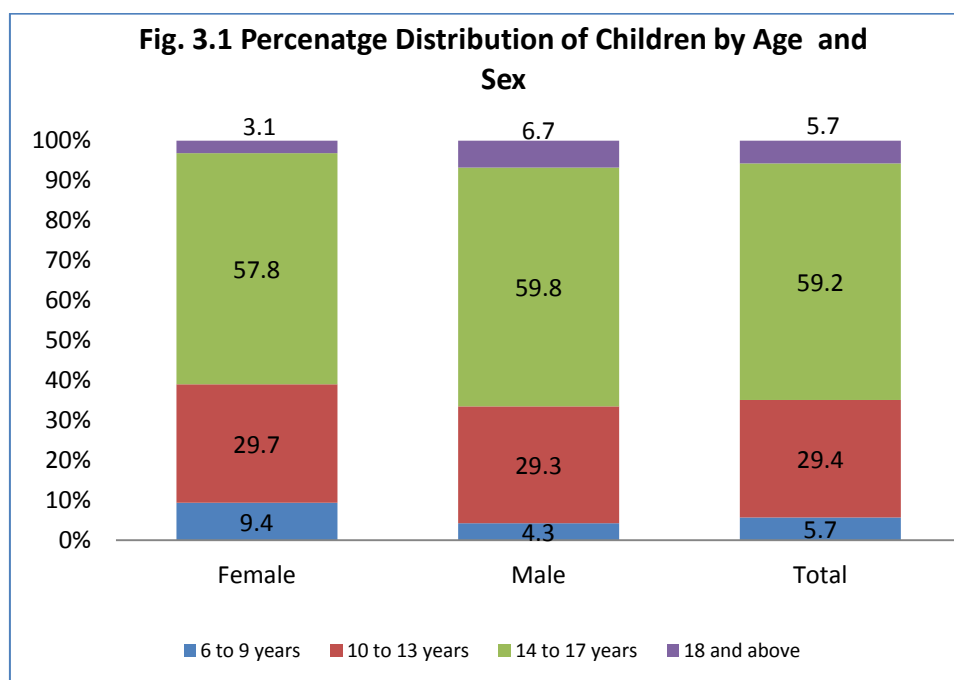
#### **3.1.1. Child Workers by Age and Sex**

Interviews were conducted with 339 child workers. Please give the total no. of children interviewed along with gender-wise bifurcation here. The data included 73% male and 27% female children. Only 5.7% of the children are below 9 years of age, the ratio for this age-category is almost double among the female children (9.4%) than among the male children (4.3%). The modal age group is 14-17 years for all the children, as well as among the female (57.8%) and the male children (59.2%).

The 5.7% of the children were of 18 years or above (3.1% of the females and 6.7% of the females). As these workers do not fall into the category of working children, these observations are dropped in the further analysis.

Table 3.1 Percentage Distribution of Children by Age and Sex

Age	Female	Male	Total
6 to 9 years	9.4	4.3	5.7
10 to 13 years	29.7	29.3	29.4
14 to 17 years	57.8	59.8	59.2
18 and above	3.1	6.7	5.7
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

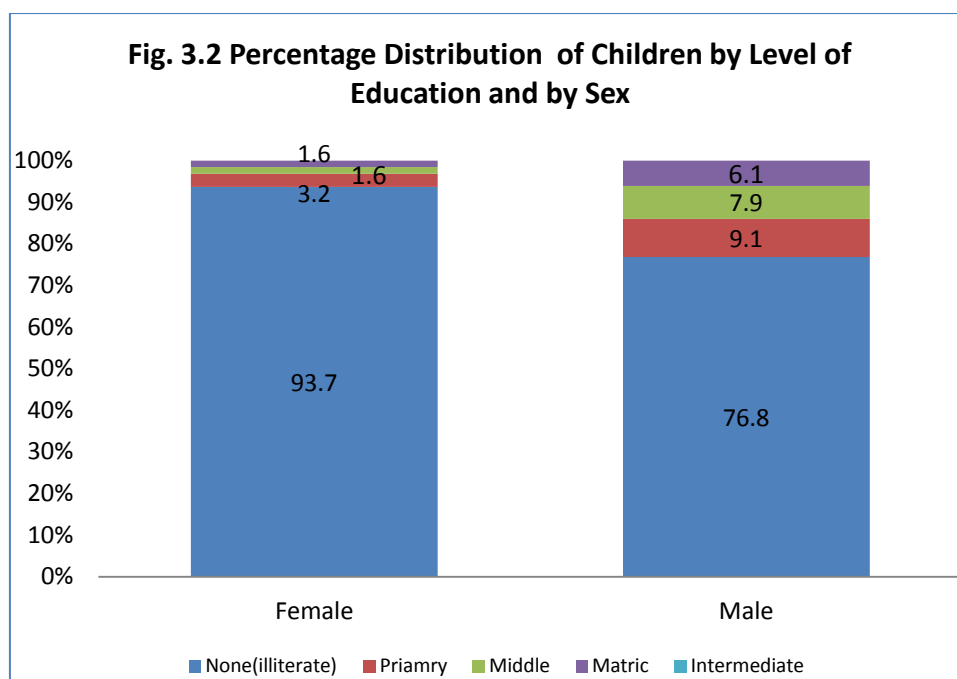


### 3.1.2. Child Workers by level of education and sex

An overwhelming majority of the working children are illiterate (81.5%). Illiterate child workers have higher probability among the females (93.7%) than among the males (76.8%). Even those who are educated have received 10 years of schooling at maximum. It may be noted that girls have a much higher chance of getting lower levels of education in this sample.

Table 3.2 Percentage Distribution of Children by Level of Education and by Sex

Level of Education	Female	Male	Total
None(illiterate)	93.7	76.8	81.5
Primary	3.2	9.1	7.5
Middle	1.6	7.9	6.2
Matric	1.6	6.1	4.8
Intermediate	0.0	0.0	0.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



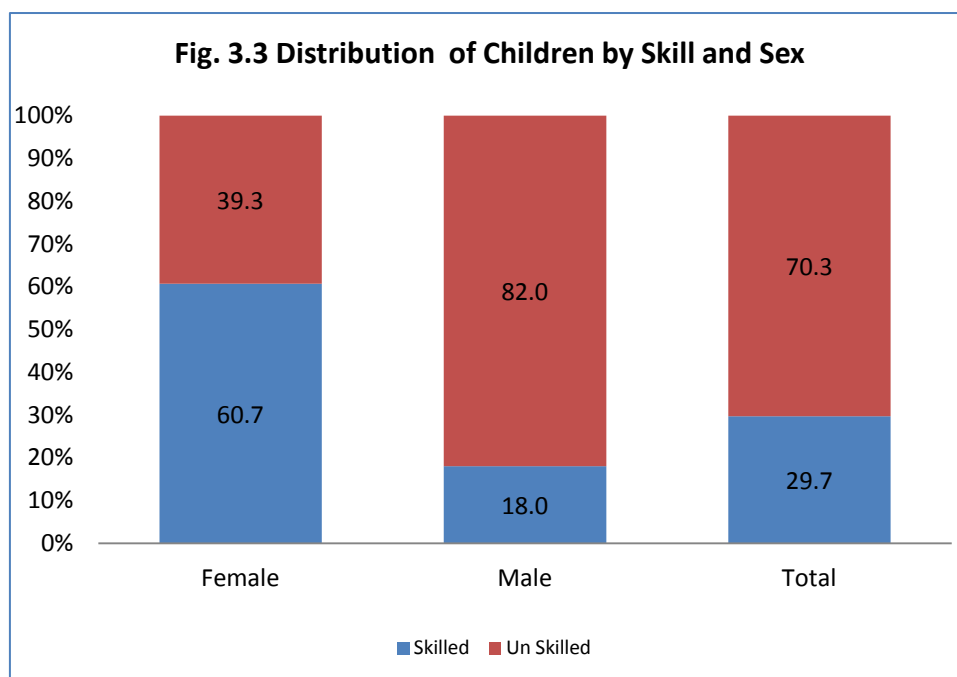
### **3.1.3. Child workers by skills and by sex**

Less than one-thirds (29.7%) of the working children possess any skills<sup>1</sup> related with their jobs. The female children have a much higher ratio of skill acquirement (60.7%) than among the boys (18%). As a result, the percentage of boys having no skills (82%) is almost double the percentage of girls who are unskilled (39.3%).

*Table 3.3 Distribution of Children by Skill and Sex*

<b>Skilled</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
<b>Skilled</b>	60.7	18.0	29.7
<b>Un Skilled</b>	39.3	82.0	70.3
<b>Total</b>	100.0	100.0	100.0

<sup>1</sup> Skills here refer to the ability to perform some task related to a paid job, and acquired through apprenticeship.



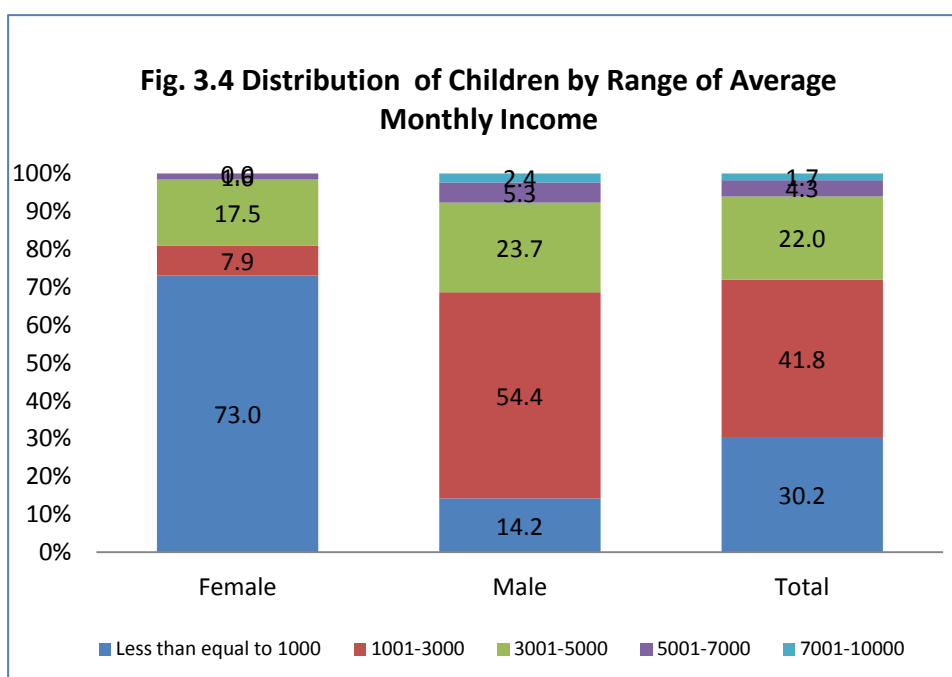
#### **3.1.4. Distribution of children by Income and by Sex**

Almost one-thirds of the working children (30.2%) earn Rs.1000 per month or less than that. This low level of earning is higher among the girls (73%) than among the boys (14.2%). The mean and the median income range for all the working children, as well as among the male children, is Rs. 1001-3000 per month. The 94% of the children earn Rs. 5000 per month or less than that. The data shows that the girls have much lower chances of having better incomes from their work as compared with the boys for all ranges of incomes.

The data distribution of skills and incomes by sex show interesting results. The girls have a much higher probability to have skills (60.7%) as compared with the boys (only 18%), and that the girls have also a very high probability to receive lower incomes (73% of the girls get less than Rs. 1001 per month) as compared with the boys.

Table 3.4 Distribution of Children by Range of Average Monthly Income

Income Group	Female	Male	Total
Less than equal to 1000	73.0	14.2	30.2
1001-3000	7.9	54.4	41.8
3001-5000	17.5	23.7	22.0
5001-7000	1.6	5.3	4.3
7001-10000	0.0	2.4	1.7
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



### 3.1.5. Challenges faced by children at workplace

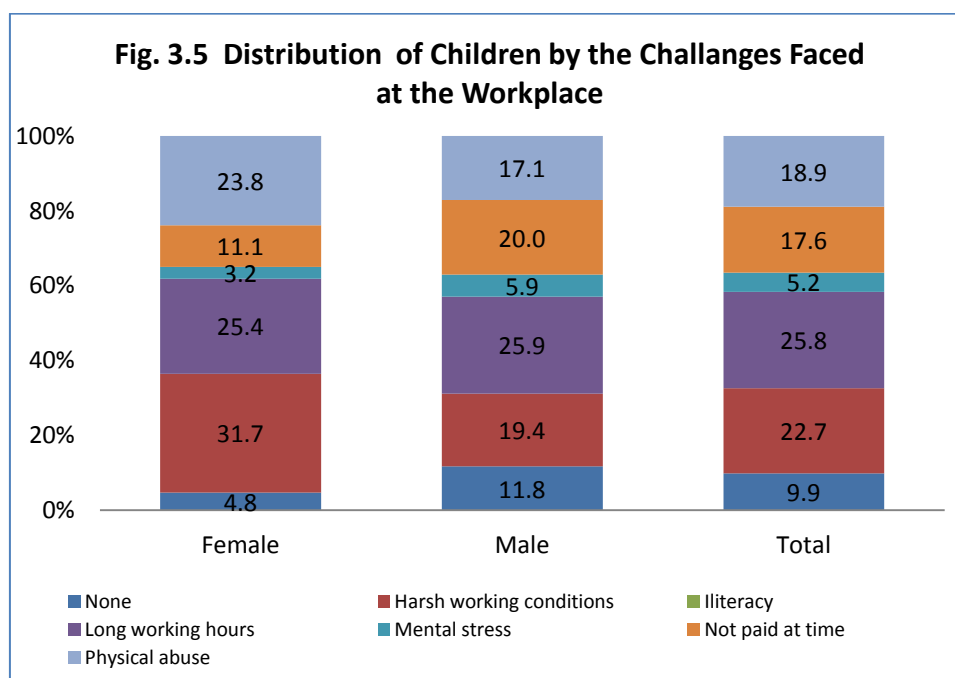
The working children may face various types of challenges at the workplace, which may possibly adversely affect their physical, moral or intellectual growth. After detailed discussions with the working children, the parents of the working children and the informed citizens, a list of 6 challenges most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

90.1% of the children have reported various types of challenges faced by them at their workplaces. The most frequently reported challenges faced by the children are long working hours (25.8%), harsh working conditions (22.7%), physical abuse (including sexual abuse)(Please elaborate it. Is sexual abuse a part of physical abuse?.) (18.9%) and not paid in time (17.6%). A higher percentage of girls (31.7%) than boys (19.4%) report harsh working

conditions as the most serious challenge faced by them, possibly because a higher percentage of girls join the job market at an earlier age and therefore a higher percentage of them feel working conditions as harsh even if these are normal for the older-age children. Similarly, the chances of physical abuse are higher among the girls (23.8%) than among the boys (17.1%) and the total (18.9%) challenge at their workplace, despite the fact that 93.7% of the girls and 76.8% of the boys are illiterate.

Table 3.5 Distribution of Children by Challenges Faced at Work Place

Challenge Faced at Workplace	Female	Male	Total
None	4.8	11.8	9.9
Harsh working conditions	31.7	19.4	22.7
Illiteracy	0.0	0.0	0.0
Long working hours	25.4	25.9	25.8
Mental stress	3.2	5.9	5.2
Not paid at time	11.1	20.0	17.6
Physical abuse	23.8	17.1	18.9
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

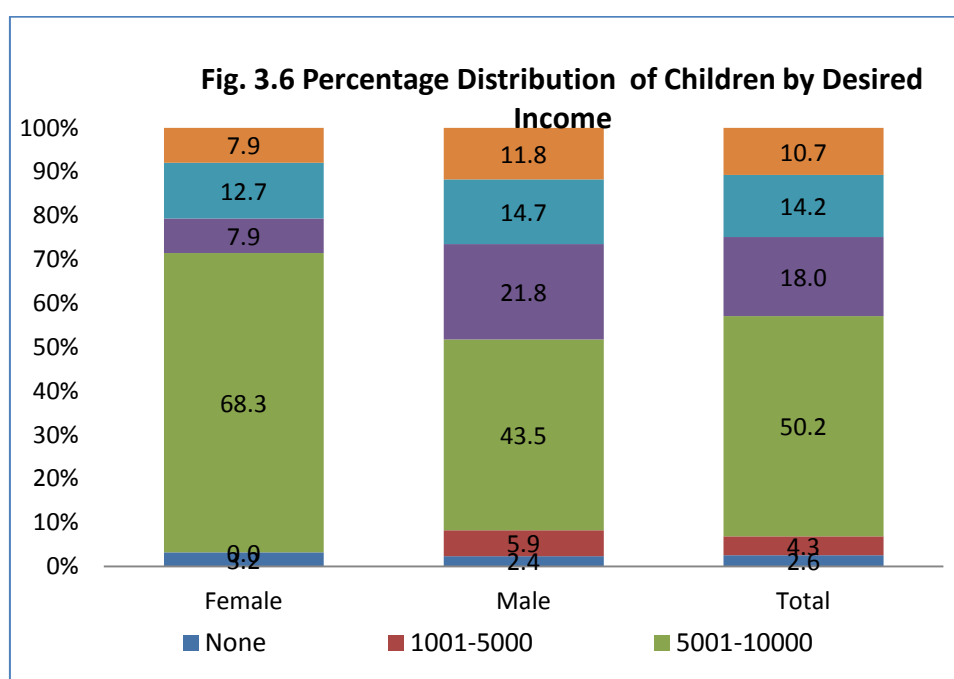


### 3.1.6. Distribution of children by desired income

93% of the children want to earn more than Rs. 5000 per month, whereas the median and model desired income among all the children, as well as among the boys and the girls, is Rs. 5001-10000 per month. Moreover, a slightly higher percentage of boys than girls desire to achieve incomes higher than Rs. 1000 per month.

Table 3.6 Percentage Distribution of Children by Desired Income

Desired Income	Female	Male	Total
None	3.2	2.4	2.6
1001-5000	0.0	5.9	4.3
5001-10000	68.3	43.5	50.2
10001-15000	7.9	21.8	18.0
15001-20000	12.7	14.7	14.2
More than 20000	7.9	11.8	10.7
Total	100.0	100.0	100.0



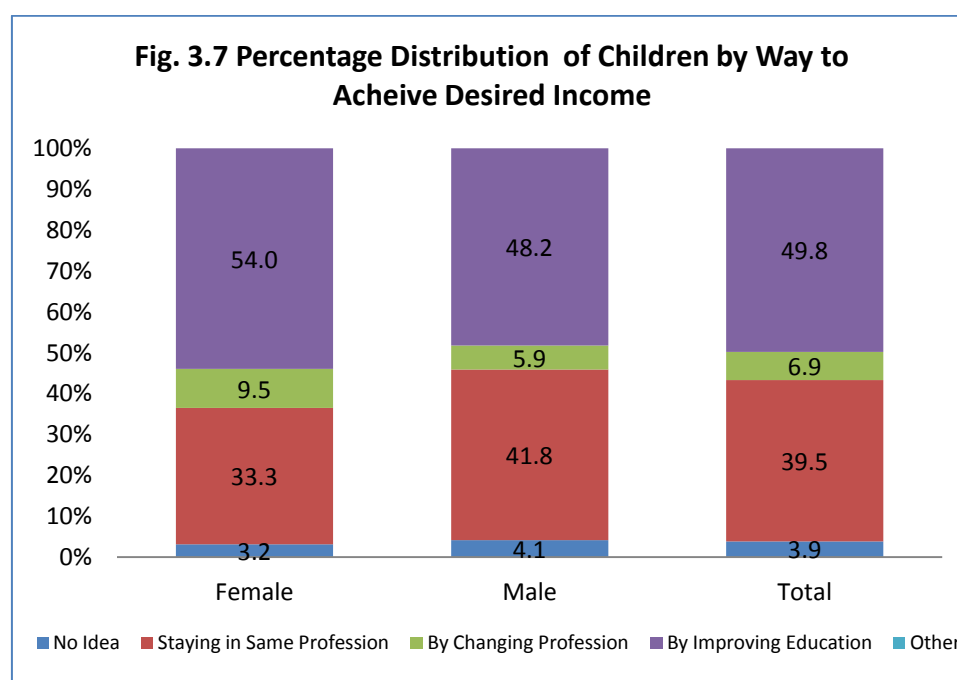
### 3.1.7. Distribution of children by way to achieve the desired income

Almost half of the working children (49.8%) think that they can achieve their desired levels of income by improving their education. This response is consistent with our earlier observation that an overwhelming majority of the working children is illiterate. The response that they can achieve their desired incomes by staying in the same profession is

also very high (39.5%). The 33.3% of the girls and 41.8% of the boys want to stay in the same professions. A very small fraction of children (3.9%) had no idea how to achieve their desired levels of incomes.

Table 3.7 Percentage Distribution of Children by Way to Achieve Desired Income

Way to Achieve Desired Income	Female	Male	Total
No Idea	3.2	4.1	3.9
Staying in Same Profession	33.3	41.8	39.5
By Changing Profession	9.5	5.9	6.9
By Improving Education	54.0	48.2	49.8
Other	0.0	0.0	0.0
Total	100.0	100.0	100.0



### 3.1.8. Distribution of children by savings of the family

Figure 3.8: Distribution of children by savings of the family

Figure 3.8: Distribution of children by savings of the family

It may be noted that 40.6% of the male working children report that their families have some savings, whereas only a very negligible percentage (0.8%) of female working children reported any savings of their families.

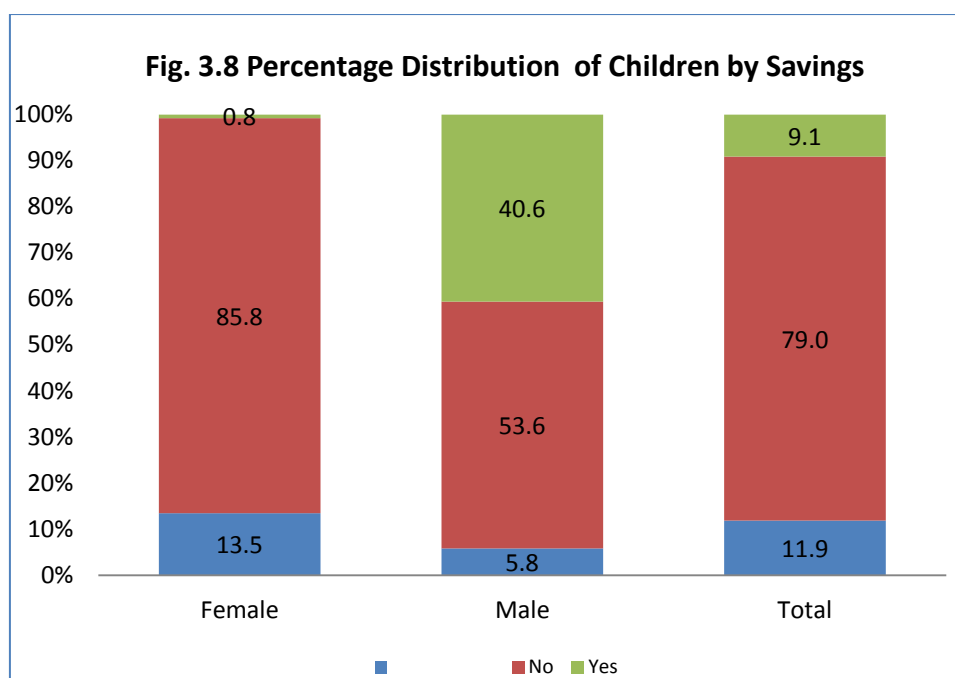
These findings have two important implications. One, some of the children, especially among girls, may need financial support to establish their own business. Two, the parents may be reluctant to allow their children to participate in the literacy/training programs due to the foregone incomes in case the children are offered full-time training programs. These



conclusions are based on the fact that no savings show that the families of the working children are suffering from poverty conditions or are at best the marginal cases. Therefore, some of the parents may not be willing to sacrifice even the moderate income contributions by these children, for participation in the training programmes.

Table 3.8 Percentage Distribution of Children by Savings

Do You Family have Savings	Female	Male	Total
No	85.8	53.6	79.0
Yes	13.5	40.6	9.1
Total	100.0	100.0	100.0



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

A total of 189 parents were interviewed during the survey in Sukkur. The parents/guardians interviewed included 145 male (fathers) and 44 female (mothers). A quantitative analysis of the socio-economic characteristics of the parents is given briefly as under:

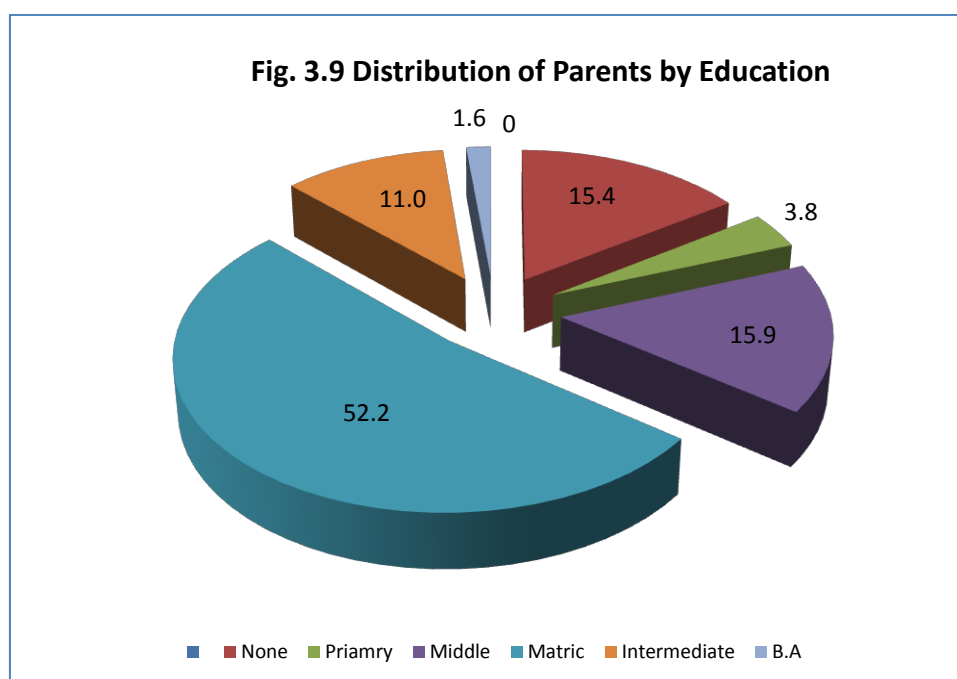
#### **3.2.1. Distribution of Parents by education**

Around two-thirds of the parents (66.8%) of the working children have 10 years or more of education. Only 15.4% of the parents are illiterate, and 19.7% of the parents have some

education but less than 10 years. The distribution pattern of parents by education shows that the median and model education of the parents is matriculation.

Table 3.9 Distribution of Parents by education

Level of Education	Percentage
None	15.4
Primary	3.8
Middle	15.9
Matric	52.2
Intermediate	11.0
B.A	1.6
Total	100.0



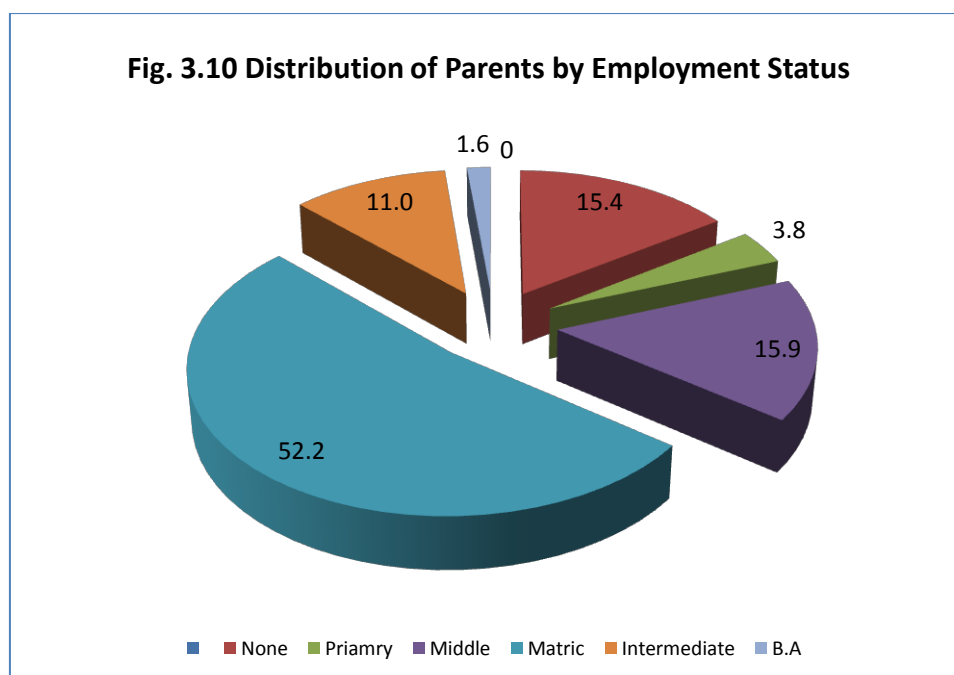
### **3.2.2. Distribution of parents of working children by employment status**

Around 80% of the parents are currently employed and 20.3% of the parents are unemployed. In terms of gender, the unemployment rate is only 8.9% of the fathers, whereas more than half of the mothers (54.5%) do not have any job.

Table 3.10 Distribution of Parents by Employment Status

Employment Status	Percentage
Unemployed	20.3
Employed	79.7
Total	100.0

Fig. 3.10 Distribution of Parents by Employment Status



If we look at the employment status by level of education, and by gender, some interesting features emerge from the data. 56.7% of the unemployed parents have middle or lower level of education, whereas almost half of the employed parents (29.6%) have this level of education. The median model level of education among the employed is matriculation. The role of education in employability among the parents is more striking when we look at the gender distribution, where almost 70% of the unemployed male had 8 years or lower level of education, and only 31.2% of the employed male had this level of education. Similarly, half of the unemployed mothers (50%) had 8 or less years of schooling, whereas only 20% of the employed mothers had this level of education.

Table 3.11 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	0.0	23.1	8.1
	Primary	8.3	23.1	13.5
	Middle	41.7	23.1	35.1
	Matric	33.3	23.1	29.7
	Intermediate	12.5	7.7	10.8
	B.A.	4.2	0.0	2.7
	Total		100.0	100.0
Employed	None	0.0	20.0	17.2
	Primary	0.0	1.6	1.4
	Middle	20.0	9.6	11.0

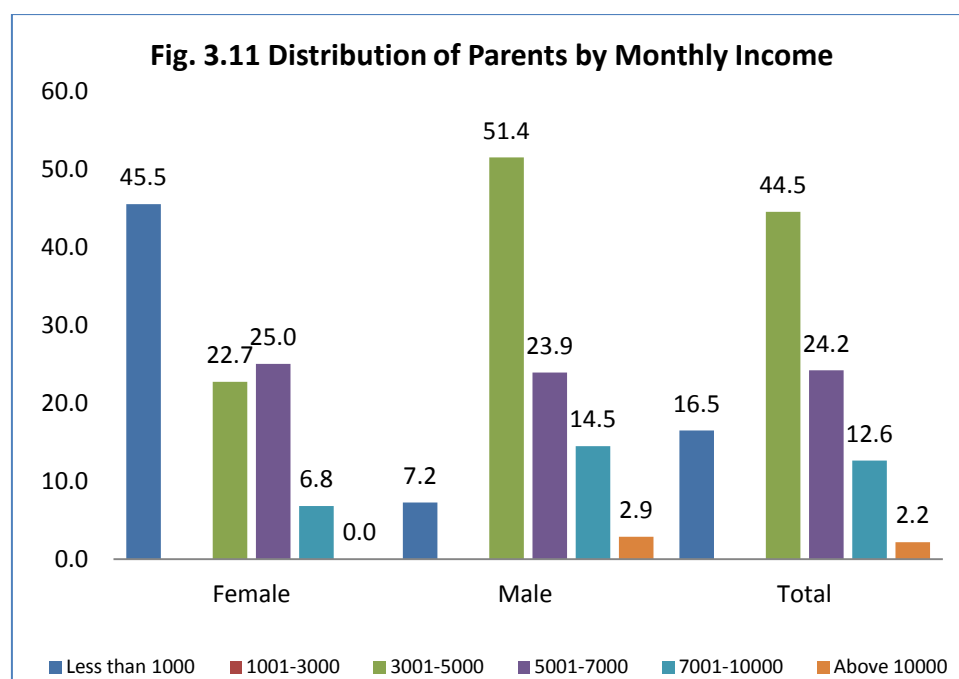
Matric	70.0	56.0	57.9
Intermediate	10.0	11.2	11.0
B.A	0.0	1.6	1.4
Total	100.0	100.0	100.0

### 3.2.3. Distribution of parents by gender and income

61% of the parents earn less than Rs. 5000 per month and 85% of the parents earn less than Rs.7000 per month. The probability of lower levels of incomes (less than Rs. 1000 per month) is high among the females (45.5%) as compared with the male (7.2%). The median and the model income range of the male is Rs.3001-5000, whereas the model income of the female is less than Rs. 1000 per month. The results show that the male have a higher chance of having a higher incomes than the female for all income brackets, except in Rs. 5001-7000 range.

Table 3.12 Distribution of Parents by Gender and Monthly Income

Income	Female	Male	Total
Less than 1000	45.5	7.2	16.5
1001-3000	0.0	0.0	0.0
3001-5000	22.7	51.4	44.5
5001-7000	25.0	23.9	24.2
7001-10000	6.8	14.5	12.6
Above 10000	0.0	2.9	2.2
Total	100.0	100.0	100.0



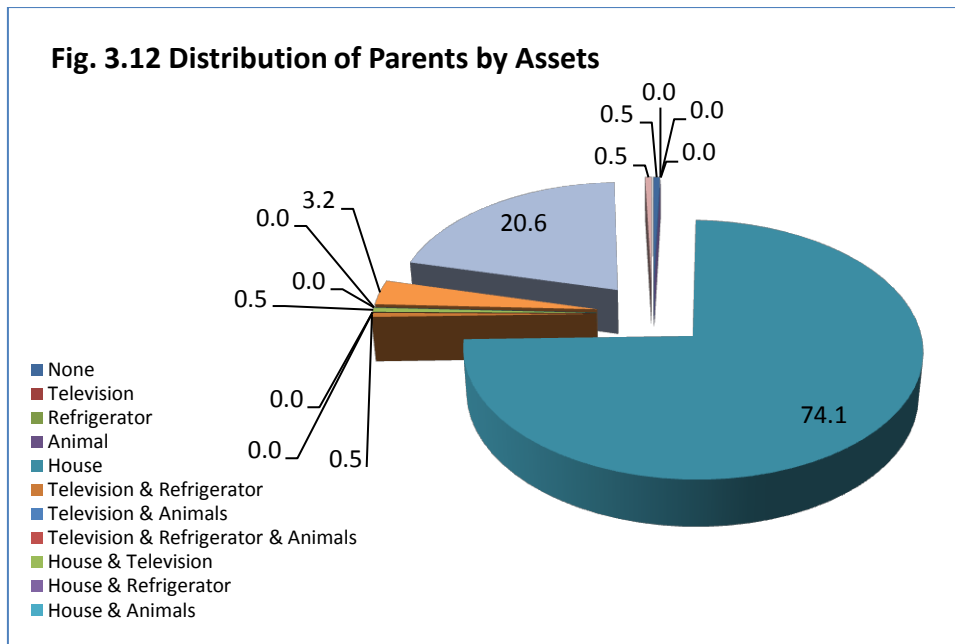
### 3.2.4. Distribution of Parents by Assets

Almost 99% of the parents of the working children own a house as their most important asset. 74.1% of the parents own only a house and no other asset at all. 20.6% of the parents possess a slightly diverse asset set; house, television and animal. The poor living conditions of the households can be gauged from the fact that only 25.4% of the parents own a television, and only 4.2% of the parents have a refrigerator.

This asset distribution pattern is typically observed among the poor households, where their only valuable asset is the house, and that including the house all other assets are consumption assets, as these assets do not represent their investment decisions.

*Table 3.13 Percentage Distribution of Parents by Assets*

Assets	No. of House Holds	Percentage
None	1	0.5
Television	0	0.0
Refrigerator	0	0.0
Animal	0	0.0
House	140	74.1
Television & Refrigerator	1	0.5
Television & Animals	0	0.0
Television & Refrigerator & Animals	0	0.0
House & Television	1	0.5
House & Refrigerator	0	0.0
House & Animals	0	0.0
House & Television & Refrigerator	6	3.2
House & Television & Animals	39	20.6
House & Television & Refrigerator & Animals	1	0.5
Total	189	100.0



### 3.2.5. Household Size Distribution

The median and the modal household size of the parents of the working children is in the range of 4-6 persons per household. However, a significant percentage of households (46%) have more than 7 members.

It can be seen that with a median earning of the parents of Rs. 3001-5000 per month, and the median household size of 4-6 members, a very large proportion of the households would be living below poverty line, or can at best be the marginal cases.

Table 3.14 Household Size Distribution

HH Size	%age
1-3	23.3
4-6	30.7
7-9	29.3
10 and above	16.7
Total	100.0

### 3.5.6. Reason of putting child at work

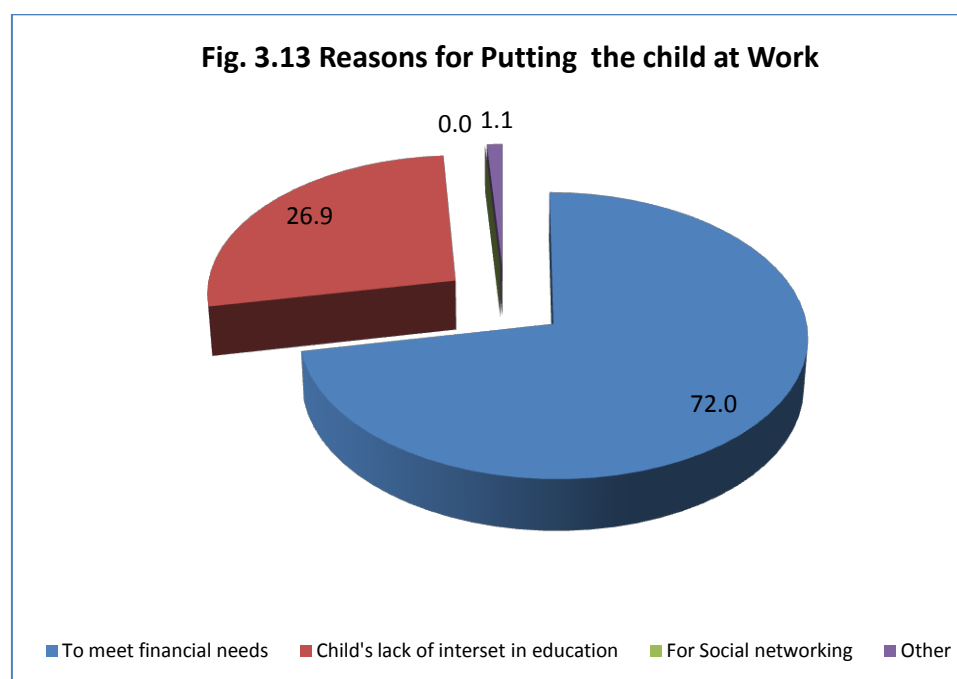
To meet the financial needs of the family is the most important reason for putting the child at work for the parents (72%). The other important reason expressed by the parents is

to meet the financial needs of the family

To meet the financial needs of the family is the response we expect from the parents whose own earnings are extremely low and who do not own any investment assets. The only way they find for the financial support of the family income is to put the children at work.

*Table 3.15 Distribution of Parents by reasons for putting their Child at work*

Reason	Female	Male	Total
<b>To meet financial needs</b>	52.3	78.3	72.0
<b>Child's lack of interest in education</b>	45.5	21.0	26.9
<b>For Social networking</b>	0.0	0.0	0.0
<b>Other</b>	2.3	0.7	1.1
<b>Total</b>	100.0	100.0	100.0



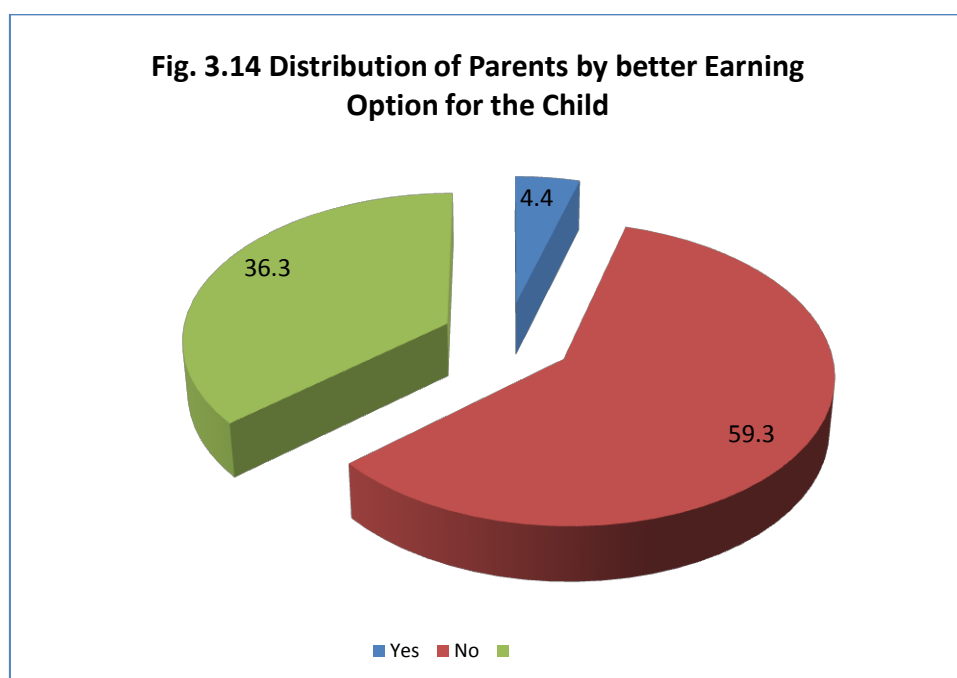
### 3.2.7. Distribution of Parents by better earning option for the child

A majority of the parents (59.3%) think that there are no better earning options for their child. However, a significant number of parents (36.3%), particularly the mothers (70.5%) do not have any idea if there is a better income earning options for their children.

The results show that a large number of parents, particularly the mothers, are not fully aware of the job market dynamics.

*Table 3.16 Distribution of Parents by better Earning Option for the Child*

Is there better Earning Option	Female	Male	Total
Yes	0.0	5.8	4.4
No	29.5	68.8	59.3
	70.5	25.4	36.3
Total	100.0	100.0	100.0



### 3.2.8. Distribution of Parents by number of children involved in work

Almost 80% of the parents have 2 or more than two children working. The median and the modal number of children at work are 2. 44% of the parents have 3 or more than three children working.



*Table 3.17 Distribution of Parents by Number of Children Involved in Work*

<b>No. of Children</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
0	4.5	2.2	2.7
1	25.0	13.8	17.0
2	50.0	41.3	44.5
3	11.4	21.7	20.9
4	4.5	5.8	7.7
5	2.3	5.8	7.7
6 and more	2.3	9.4	7.7
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



### 3.2.11. Distribution of Parents by borrowing

A large majority of the parents (90.7%) have not borrowed any loans from any source. Only 8.8% of the parents have borrowed. The borrowing is higher among the female parents (20.5%) as compared to the male (5.1%).


It seems that the incomes of these families through various sources (like  earnings, children earning and SSN benefits) are sufficient for most of the families to make both ends meet. However, the incomes are not enough for these families to have some savings/valuable assets except the house in which they live.

Table 3.20 Distribution of Parents by whether they borrowed any loan

Borrowed Loan	Female	Male	Total
Yes	20.5	5.1	8.8
No	79.5	94.2	90.7
	0.0	0.7	0.5
Total	100.0	100.0	100.0

### 3.3. Analysis of the Potential Employers

Interviews were conducted with 23 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 will 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.

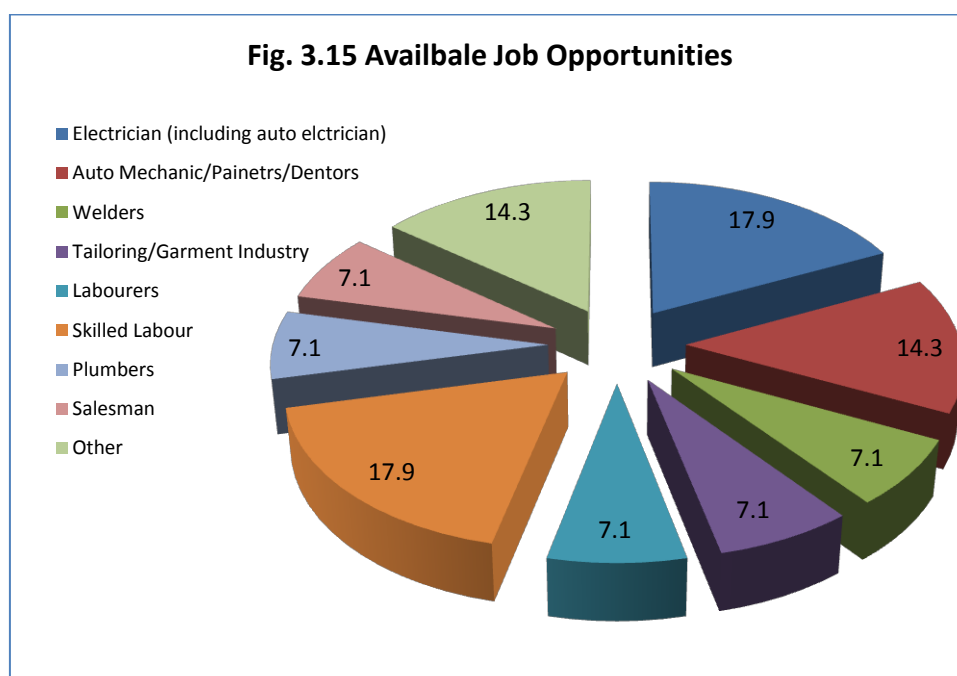
#### 3.3.1. Types of Available Jobs

Around 20% of the available jobs relate to electrician/auto electrician, followed by those for auto-mechanics/denters and painters. Other available jobs include Welders (7.1%), tailoring/garment industry (7.1%), plumbers (7.1%), salesman (7.1%) and for skilled workers (17.9%). The skilled workers include technicians/masons etc. Apart from these jobs, other types of jobs (14.3%) are also available like for helpers/fitters. The available jobs for female child workers include applic work, rilli making, Sindhi topi making, arc work and beautician.

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

Table 3.21 Types of Available job opportunities

Available Job Opportunities	%age
Electrician (including auto electrician)	17.9
Auto Mechanic/Painters/Dentors	14.3
Welders	7.1
Tailoring/Garment Industry	7.1
Laborers	7.1
Skilled Labour (e.g boiler operator, masons, helpers)	17.9
Plumbers	7.1
Salesman	7.1
Other	14.3
Total	100.0

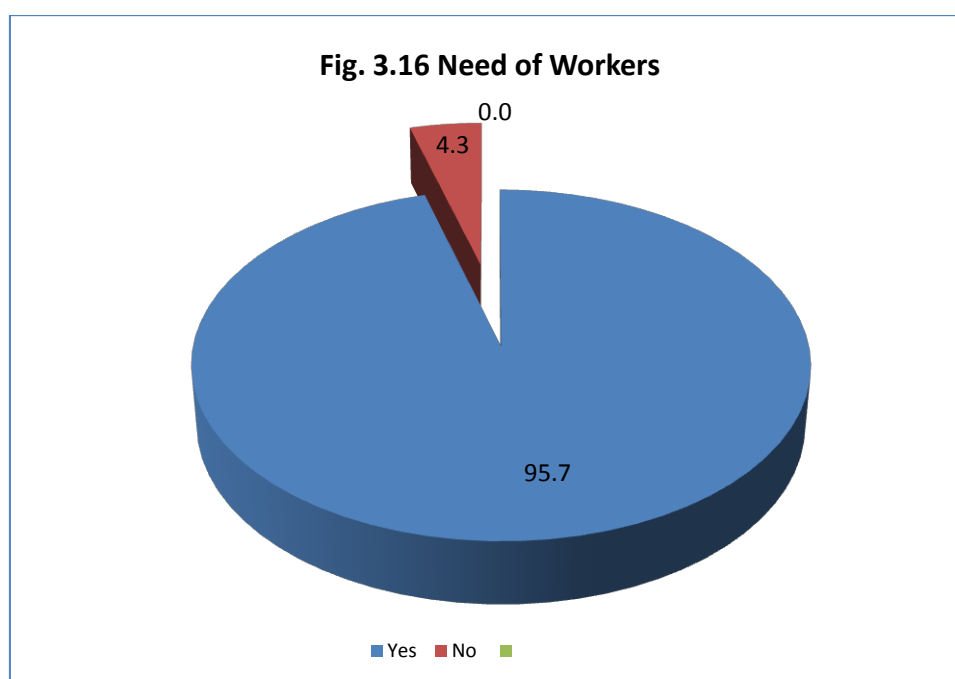


### 3.3.2. Distribution of employers by need for workers

Almost all the potential employers (95.7%) interviewed in the target areas were in need of workers. It shows that the working children/target beneficiaries have a high probability of getting employment if they are properly skilled in their respective trades. Moreover, the lack of education and skills seems to be the main hurdle for these children in getting a decent job in the market or indulge in self-employed business.

Table 3.22 Distribution of Employers if in Need of Workers

Need Workers	%age
Yes	95.7
No	4.3
	0.0
Total	100.0



### 3.3.3. Role of education in getting a Job

The potential employers were asked if there is a role of education for the jobs they have, 60.9% responded that they needed basic numeracy (34.8%) and ability to read and write (26.1%) as the necessary requirement for the jobs, apart from the skills needed for the specific trades. 30.4% of the potential employers require matriculation as the necessary

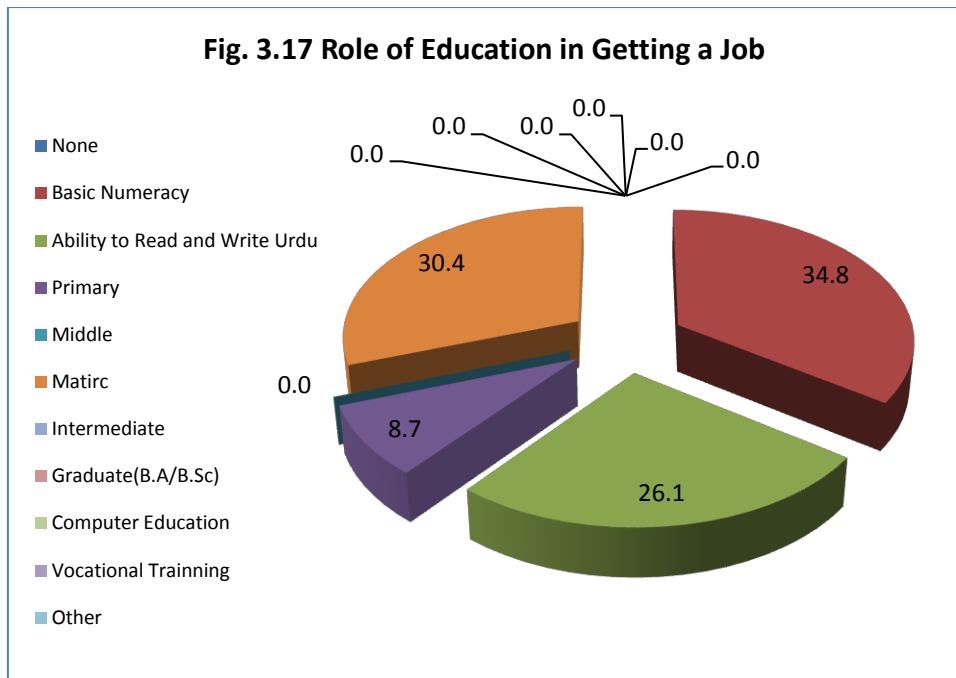
education among the potential employees. None of the potential employers is ready to take illiterate workers as their employees.

These observations reinforce our earlier finding at C(ii) that the target beneficiaries (working children) are unable to find decent skilled jobs in the existing markets due to their illiteracy (remember, 81.5% of the working children interviewed are illiterate) and due to the lack of required skills (85% of the children do not possess any skills). These children are therefore facing dual deficiencies to access the proper job market, lack of skills and lack of education. There can be several possible reasons that employers do not require vocational training among the new entrants; lack of awareness among the employers of the benefits of V.T., the irrelevance and/or poor training of the existing training programmes, and the more traditional approach of skill acquiring through apprenticeship etc. Whatever be the possible explanation for lack of demand of V.T. among the employers, it is important that any intervention aimed at enabling children to acquire decent jobs, must involve a continuous input from and awareness-raising among the potential employers. This is wondering that

□□□□□□□□

*Table 3.23 Role of Education in Getting a Job*

<b>Level of Education</b>	<b>%age</b>
None	0.0
Basic Numeracy	34.8
Ability to Read and Write Urdu	26.1
Primary	8.7
Middle	0.0
Matirc	30.4
Intermediate	0.0
Graduate(B.A/B.Sc)	0.0
Computer Education	0.0
Vocational Training	0.0
Other	0.0
Total	100.0



### **3.4. An Analysis of the Training Institutes**

As mentioned earlier, 11 vocational/technical training institutes were visited by the field teams and the responses of the management of these institutes were sought on various structured questions. Complete information on all the aspects of their courses could be obtained from two institutes, whereas another 3 institutes provided key information on several questions. Information could not be obtained from the remaining institutes due to a number of reasons, including non-cooperation.

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 these institutes, (d) Institute

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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

### Government Polytechnic Institute for Boys

It is a public institute and offers training programmes in 16 disciplines. The general conditions of the institute are poor (E) whereas the maintenance and safety standards are normal (C). The capital equipment, consumable items and ICT are also of normal (C) quality whereas the stores are poorly supplied (D). The availability of the curriculum is poor (D) and the assessment methods used are also poor (D) whereas the curriculum design is normal (C) and the curriculum format is average quality (B). The institute is categorized as poor (E) regarding its linkages with potential employers, its placement efforts, follow-ups and the community involvement are all below poor (E). Similarly, the extra-curricular activities and the recreational facilities are also below poor (E) in this institute. Does the training design is categorized as normal (C) and the institute claims to revise its training materials regularly.

### Government Polytechnic Institute for Women

This is a public institute and offers trainings in 14 disciplines. The institute has a normal (C) general and safety standards whereas the maintenance is of average (B) level. The capital equipment, stores supplies and the provisions of consumable items is normal (C) while the ICT is poor (D). The curriculum availability and the assessment quality is poor (D) while the curriculum is categorized as poor (E) regarding its linkages with potential employers, its placement efforts, follow-ups and the community involvement are all below poor (E). Similarly, the extra-curricular activities and the recreational facilities are categorized as poor (E) in this institute. Does the training design is categorized as normal (C) and the institute claims to revise its training materials regularly.

### Government Technical Training Institute

This is a public institute and offers trainings in 7 disciplines. The institute has normal (C) general conditions, average (B) maintenance and poor (D) safety standards. The capital equipments is average (B), consumable items are normal (C) and the ICT and stores provisions are poor (D). The institute is also poor (D) on all accounts of teaching materials used, like the curriculum availability, curriculum design, curriculum format and the assessment methods. Moreover, the institute is graded as poor (D) regarding its linkages with the potential employers, placement efforts, and follow-ups while the community



involvement is below poor (E). The accommodation is poor (D); the extra-curricular activities and the recreational facilities are normal (C). Training design poorly (D) meets market trends. The major reason of unemployment among the graduates of this academy is the poor economic conditions.

### **National Polytechnic Institute**

It is a public sector institute and offers trainings in 3 disciplines. The general conditions and the maintenance are normal (C) while the safety standard is poor (D). The capital equipment is average (B), consumable items provisions is normal (C), use of ICT is poor (D) and the stores supplies are below poor (E). The curricula availability and curricula design are poor (D) whereas the curricula format and assessment methods are ~~poor (D)~~ linkages with potential employers, placement efforts, follow-ups and the community involvement are below poor (E). Similarly, the accommodation facilities, extra-curricular activities and the recreational facilities are below poor (E). The training design of the institute normally (C) meets the market trends. The major reason of unemployment among the graduates of this academy is that the trainees received trainings in wrong-fields.

### **Bismillah Training Academy**

This is a private institute and offers trainings in 3 disciplines. The academy has poor (D) general conditions, maintenance and safety standards. The capital equipments, consumable items, ICT and stores provisions are normal (C). The curricula availability and curricula design are average (B) whereas the curriculum format and the assessment methods used are normal (C). Moreover, the academy is graded as below poor (E) regarding its linkages with the potential employers, placement efforts, and follow-ups and the community involvement. The accommodation, the extra-curricular activities and the recreational facilities are poor (D). Training design normally (C) meets market trends. The major reason of unemployment among the graduates of this academy is that the trainees were not properly skilled.

### **3.4.2. Training Facilities in Sukkur offered by National Rural Support Programme-Institute of Rural Management (NRSP-IRM)**

NRSP-IRM has established two training centers in Sukkur for the skill development of the poor people from Shikarpur and Kandhkot Districts of Sindh, under the Union Council Based

Poverty Reduction (UCBPR) Program of the Government of Sindh. One training facility is established at Vocational Technical Education Center, Mehran (VTEC-Mehran) for the male participants, and the second facility for the females is established at Government Polytechnic Institute for Women (GPIW), Sukkur. Currently training courses of 1-2 months duration are organized in 25 different trades at VTEC-Mehran for male participants and in 12 different trades at GPIW-Sukkur for female participants. These trades are selected after an in-depth market demand analysis. Similarly the courses are designed keeping in view the existing job requirements in the relevant markets. Moreover, each course essentially requires a hands-on experience of the participants.

Additional features of these training facilities include the boarding facilities for 500 males and 150 female participants with breakfast, lunch and dinner; availability of advanced practical labs for each trade/discipline; and post-completion business development facilities. Moreover, the certificates issued by these centers to the successful participants are recognized by TEVTA, Government of Sindh.

The list of trades and their durations offered at VTEC-Mehran (for male) and GPIW-Sukkur (for females) under the NRSP-IRM UCBPR Programme is attached as Annexure-X.

## Chapter 4: Major Findings and Recommendations

### Major Findings of the Study

#### 4.1. Target Beneficiaries

1. The majority of the working children interviewed are 10-17 years of age. An overwhelming majority of the working children are illiterate, particularly the girls.
  2. 70.3% of the children possess no skills at all. The skill deficiency is higher among the boys (82%) than the girls (39.3%).
  3. 94% of the working children earn less than Rs. 5000 per month, and 72% of the children earn less than Rs. 3000 per month.
  4. Girls have higher chances to earn less than the boys. 77.4% of the girls earn less than Rs. 3000 per month, whereas 39.1% of the boys have this level of earnings. Moreover, there is hardly any chance (only 3.8%) that the working girls earn higher than Rs. 5000 per month as compared with the boys (26.1%) to earn higher than Rs. 5000 per month.
  5. Majority of the children interviewed (90.1%) face various types of challenges at their workplaces. The most repeatedly reported workplace challenge is the long working hours (25.8% of all the children, 25.9% of the boys and 25.4% of the girls), and the harsh working conditions (22.7% of the children, 19.4% of the boys and 31.7% of the girls). Other important challenges faced by these children are physical abuse (18.9%), not paid in time (17.6%), and mental stress (5.2%).
  6. The median and the model desired income of the working children is Rs. 5001-10000 per month.
  7. Most of the children think that they can achieve their desired incomes by improving their level of education (49.8%) or by staying in the same profession (39.5%).
  8. Regarding the skills the working children desire to learn, 79.6% of them desire to get basic literacy (basic numeracy and reading/writing skills).
  9. 79% of the working children or their families have no savings at all. Only 9.1% of the children have some savings.
- a. Parents of the working children**
1. 84.6% of the parents of the working children are literate. 64.8% of the parents have 10 years or more of schooling.



#### **4.4. Training Institutes**

1. The general conditions of the existing training institutes lie in C or D category. Almost similar is the case in terms of safety measures and equity issues.
2. The availability of capital equipment and consumable items of the existing institutes fall in B or C category.
3. The quality of teaching material used in these institutes is generally poor from several aspects; for example curriculum availability (mostly in D), curriculum design (mostly C and D), curriculum format (mostly C or D) and assessment techniques (C or D).
4. The worst aspect of these institutes is that they are run completely in isolation of the socio-economic environment in which they are operating. There are no forward and backward linkages with the potential employers and the communities.
5. Apart from the traditional training institutes discussed above, NRSP-IRM has, advanced and fully equipped laboratories.

#### **4.5. Trades/Skills to be covered by the Programme**

As mentioned earlier, all the children are illiterate and a large majority of them (85%) does 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 raise 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 discussions with the key stakeholders, like potential employers, key informants, parents and target beneficiaries etc. 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.

#### **4.6. Key Recommendations**

On the basis of the major findings, and in view of the objectives of the present study, the following recommendations are made: please add relevant recommendations as per the comments and given TOR (refer to the comments given in the section 1.2.2 of this report)

##### **General**

1. This is the integral part of ILO CACL II Project strategies. 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 may 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, 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.
5. Training/literacy programmes should be of short durations (3-6 months), to ensure larger participation, and continued interest of the participants. As all the children need to necessarily 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).

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**

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.

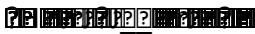
- (a) Collaboration of ILO with the existing institutions for the implementation of this programme may be of little benefit unless significant improvements are made in the workings of these institutions, due to following reasons:

- i. The overall performance of the existing training institutions is far from satisfactory. They lack appropriate facilities and experience to organize a large scale training programme. Their course designs and teaching methodologies appear not linked with the market demands at all. Moreover, the change in the intuitional behaviors and environment is a slow and long term process, particularly in the public sector organizations, requiring constant support and supervision.
- ii. The existing institutions do not have any experience of running community based programmes.

(b) The programme may benefit from the courses developed and designed by some of the private institutions like NRSP-Institute of Rural Management (N-IRM) which is currently operating two training centers in Sukkur, namely VTEC, Mehran and GPIW, Sukkur. These institutes are providing short training courses to the poor people from Shikarpur and Kandhkor Districts, in 25 trades in high demand for the males and 12 trades for the women.

A collaboration of the Programme with NRSP-IRM would be extremely beneficial to achieve the programme objectives because NRSP-IRM has an extensive experience of developing courses and imparting trainings not only in the target area (Sukkur) but also throughout Pakistan. It has already developed training courses in over 100 different trades and  effective system of market survey and feedback from partners.

Over the last ten years, it has evolved and developed expertise in establishing and running, mobile training centers in the remotest rural areas across Pakistan. Training duration is based on contact hours by the trainees. It is relatively shorter in days, but equal or more in number of hours.

(c) The programme may benefit from the courses developed and designed by some of the private institutions like NRSP-Institute of Rural Management (N-IRM) that have developed training in over 100 different trades and vocational skills that matches the  feedback from partners. This is desirable that study should specify some of these trades for the identified trades in Annexure I., and in some cases by merging two or three courses. Duration of the course should also be mentioned.



Over the last ten years, it has evolved and developed expertise in establishing and running, mobile training centers in the remotest rural areas across Pakistan. Training duration is based on contact hours by the trainees. It is relatively shorter in days, but equal or more in number of hours.

### **Financial Assistance**

1. Some of the target beneficiaries may require financial assistance during the training period. To ensure maximum participation of the working children in the programme, the possible financial needs of the working children should be catered for in the programme. The need and amount of financial assistance is proposed to be decided on case to case basis, like to compensate for the foregone income, to meet the travel/transport cost, to serve as an incentive wherever needed.
2. For post-training business start-up financial requirements, the programme should be working in close collaboration with some micro-credit providers working in the target areas.

## List of Trades in Demand

### Trades in Demand (For Boys)

1. Electrician
2. Auto-electrician
3. Mechanic (cars)
4. Mechanic (motorcycle)
5. Denting/Painting
6. Welding
7. Tailoring/garments
8. Plumbers
9. Salesman/marketing
10. Fitter
11. Boiler Operator
12. UPS maintenance/installation
13. Masons
- 14. Carpenter and woodwork (**

### Trades in Demand (For Girls)

- 1- Applic Work
- 2- Rilli Making
- 3- Sindhi Topi Making
- 4- Date leaves work (e.g; baskets, mats, fans)
- 5- Tailoring
- 7- Dress Designing
- 8- Machine Embroidery
- 9- Adda Work
- 10- Arc Work
- 11- Beautician
- 12- Rope Making

### 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	Aluminium 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	AZA KHEL
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
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	

Local Labour Market Study in District Sukkur

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	Mohra 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	Nill	30	MEHRAN
79	Printing Press	20	Middle/Matric	30	VTEC
80	Sindhi/Urdu typing	20	Middle/Matric	30	MEHRAN
81	Rope making	20	Nill	30	MEHRAN
82	Peter Engine repair	20	Middle/Matric	30	MEHRAN
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	Nill	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

## Local Labour Market Study in District Sukkur

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



## 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

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

**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     
  Other

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     
  Other

**Q-15: Personal Observations:**

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

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

*\*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  \_\_\_\_\_

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                       

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

- Yes                       No                       

**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  \_\_\_\_\_





**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:** ~~Are you~~ \_\_\_\_\_ -employment?

- Yes       No       ~~Other~~

If yes, specify  
\_\_\_\_\_

## 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 the existing Vocational/Technical Training Institutes**

**Annexure-VIII**

Existing Vocational Institute of Sukkur				
Sr. #	Name of Institute	Courses being offered	Duration	Enrolment
1	Govt. Vocational Inst. For Women Rohri	Knitting And Hand Embroidery	2 Year	40
		Tailoring, Dress Making and Machine Embroidery	2 Year	40
		Hand Embroidery	1 Year	30
		Knitting	1 Year	30
		Machine Embroidery	1 year	30
Total				170
2	Govt. Vocational Inst. for Women, Old Sukkur	Knitting And Hand Embroidery	2 Year	40
		Tailoring, Dress Making and Machine Embroidery	2 Year	40
		Hand Embroidery	1 Year	30
		Knitting	1 Year	30
		Machine Embroidery	1 year	30
Total				170
3	Govt. Poly Technic Inst. For Women, Minara Road, Sukkur	Electronics	3 Year	13
		Garments	3 Year	32
		Computer (Information t Technology)	3 Year	To be Started
Total				45
4	Govt. Vocational Inst. For Women Old Sukkur	Knitting And Hand Embroidery	2 Year	26
		Tailoring, Dress Making and Machine Embroidery	2 Year	32
		Hand Embroidery	1 Year	19
		Knitting	1 Year	13
		Machine Embroidery	1 year	18
Total				108
5	Govt. Poly Technic Inst. For Men, Sight Area, Sukkur	Electronics (Self Finance)	3 Year	38
		Mechanical	3 Year	27
		Civil	3 Year	26
		Auto Diesel	3 Year	32
		Computer Information Technology	3 Year	40
Total				163
6	Abbro Stitching Center,	Stitching and Cutting	6 Months	15

## Local Labour Market Study in District Sukkur

	ShikarPur Road Sukkur	Hand Embroidery	6 Months	19
Total				34
7	Driving Inst. For Men Sukkur City	Driving	3 Months	14
Total				14
8	Al madina Tailoring Center for Men (on Job Training)	Gents Stitching and Cutting	6 Months	4
		Ladies Stitching and Cutting	6 months	6
Total				10

### **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 Sukkur. 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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