ADMC
Area Development and Management Consulting
[Building Local Resource Competence for Sustainable Development and Resilience]

BASELINE SURVEY REPORT

Enhancing Quality and Access to TVET for Employability Project

Supported by

EU & ON, in Khairpur, Dadu and Jamshoro
DISTRICTS OF SINDH PROVINCE"

Submitted by ADMC
House No. 25, Street 1, Shahzad Town, Islamabad
Contact person: Dr. Syed Sajidin Hussain, Cell: +92-300-5320558

to:

OXFAM NOVIB, Country office- Pakistan
House No. 27, Main Services Road (East)
G-11/3, Islamabad- 44000

July 2013

Table of Contents

List of Tables

List of Figures

List of Acronyms

ADMC	Area Development and Management Consulting
BFW	Berufsförderungswerk Düren
DTE	Directorates of Technical Education
EFA	Education for All
ESD	Education for Sustainable Development
EU	European Union
FGDs	Focus Group Discussions
FMFB	First Micro Finance Bank
HH	Household
ICM	Institute of Commercial Management
ILO	International Labour Organization
IRC	International Rescue Committee
KILMs	Key Indicators for Labour Market
LFA	Logical Framework Analysis
MDGs	Millennium Development Goals
MFIs	Micro Finance Institutions
MTDF	Medium Term Development Framework
NAVTEC	National Vocational and Technical Education Commission
NBP	National Bank of Pakistan
NGO	Non Governmental Organization
NSS	National Skill Development Strategy
ON	Oxfam Novib
PRA	Participatory Rapid Appraisal
SDCs	Skill Development Councils
SPSS	Statistical Package For Social Science
TOR	Terms Of Reference
TVET	Technical Education & Vocational Training
UCs	Union Councils
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USAID	United States Agency for International Development
WWF	Workers Welfare Fund

Executive Summary

Oxfam Novib, Pakistan is implementing a three year EU funded project “Enhancing Quality and Access to TVET for Employability, in partnership with Butterfly Works (BFW), Research and Development Foundation (RDF) and Indus Resource Center (IRC). The project areas are districts of Khairpur, Dadu and Jamshoro in Sindh Province. The project aims to “Improvement of accessibility to TVET leading to professional employment of marginalized communities in rural areas of Sindh" with specific objectives to "Improving accessibility and success rate of 3,200 unemployed poor youth in TVET” and "Improving economic empowerment of 1600 craft women by enhancing handicraft, designing, production and entrepreneurial skills, and linkage development with potential national and international markets".

A baseline survey was envisaged for the project to establish benchmark against the objectives and result indicators for post project impacts. The Area Development and Management Consulting (ADMC) were selected through a competitive process by Oxfam Novib (ON) as consultant for this baseline study.

The benchmark was established both in relation to the project’s broad areas of interventions as well as general social and economic conditions of the target communities, especially targeting households, the youth and their employability status and the status of craft women. In addition case studies with different stakeholders at district also conducted to get their perception on TVET in Pakistan. The study serves not only to assess post project impacts but also provides a rich data source to be used by the project team and partners that may be needed during the project implementation.

Baseline information covered both quantitative as well as qualitative data and for which formal methods (using pre-coded questionnaires) and informal/semi-structured interview methods (using checklist/ open ended questionnaires) were respectively used. The quantitative data supported by some qualitative data was mainly collected at the village and selected household levels (including youth and craft women) in each district.

A multi-stage stratified random sampling procedure was followed that included random selection of two Union Councils (UCs) per district, random selection of five villages per UC and random selection of 10 male and 10 female households per village. This made a total sample of 600 households including 300 male household respondents and 300 female household respondents in the three targeted districts. SPSS “Statistical Package for Social Sciences” was used for analysis of the quantitative data. In addition district level case studies were done with relevant stakeholders including TVET institutions, chamber of commerce and industries, employers of small industries and micro finance institutions.

Review of the literature suggested that TVET had an evolving look and gaining importance throughout the world. TVET had been widely discussed to add to the UNESCO 'Education for All' (EFA) and 'Education for Sustainable Development' (ESD) initiatives. Strengthening and upgrading TVET was also regarded as important for achieving the Millennium Development Goals (MDGs).

The government of Pakistan made special efforts for skill development by setting up National Vocational and Technical Education Commission (NAVTEC) at the federal level and Technical

Education and Vocational Training Authority (TEVTA) at the provincial level with a view to provide sustained supply of competent skilled human resource according to market demand, to encourage private sector in technical and vocational training and to bring harmony/ develop linkage between technical education and vocational training.

In Pakistan, presently there were over 1500 public TVET institutions (about 301 in Sindh) with an enrollment of 314,188 students. On the other hand the country annual demand for skilled workers was estimated to be nearly 950,000. This could be a major challenge to fill the gap and to meet the growing demand of skilled workers especially in the large scale industries.

On the other hand the country had enormous skilled workers trained through "ustad-shagird" informal system. Our survey found that these skilled workers were in more demand from the small scale industries on account of their engagement in providing technical services during trainings. Enhancement of their skills through offering short refresher courses and certification would help boost the quality of their services and compatibility to meet the changing demand of the industry.

The survey results also revealed that youth employability was a major concern and challenge in the target districts. It was observed that in the youth age bracket of (16-29 years) about 43% had no occupation (among them majority were female work at home). The remaining 38% were engaged in unskilled labour or farming mainly male or some (10%) engaged in crafting which were mostly female. Thus the large proportion of the male and female youth could be available to be trained in sought after skills.

More in depth discussions with craft women revealed that crafting continued on traditional lines, the craft women had no formal training in design and wider market linkages. They designed their products at their own and sold their products mainly in the village with little linkages with craft markets (linkages were there only for the supply of raw material). These women were found to be interested to get formal training in craft designing and developing wider marketing linkages but they had no access to any formal training institutes. Establishment of skill training centers in the villages or near-by could be helpful to boost their skills and incomes.

Male youth in the village were also enthusiastic to get skill training, especially potential existed among those 24% of the male population who had no work/ occupation. They were however not aware of any formal training institutions/opportunities. This potential should be exploited to improve income of youth and technical services.

Majority of the households had poor quality of socio-economic conditions (poor housing, small land holdings, poor sanitation and no education). Monthly income of the households was about Rs. 10,000/- which puts them in difficult situation even to feed their family properly. Furthermore, male youth had major contribution in household income as wage labour and for them there was no way out to spare time for skill training thus remained poor. Some general awareness about skill training could be initiated with the poor that may motivate and help improve their interest and engage the youth in skilled professions resulting increased income of the households.

In general the poor were unable to access the formal training system, and even in the informal sector they were marginalized as training is dependent on social and community connections. Thus they remained more likely to be uneducated, faced more difficulties in accessing formal skills training due to entry requirements related to academic qualifications and fees. Thus beside policy instruments, there was dire need of ensuring procedural measures that could ensure an effective implementation of the policies in line with the supply and demand requirements for achieving the overall associated objectives.

There was also need to establish the importance of quality and access of TVET services in a gender sensitive and pro-poor manner for achieving its associated objectives of employability, poverty reduction and economic growth. A general perception about the performance of TVET institutions was found to be not encouraging. Majority of the households and youth had no knowledge about the existence of these institutes in their areas and even the district level stakeholders were not happy with their performance and mentioned that these institutes teach courses which are not commensurate with the market demand and that they teach theory and no practical training.

The baseline survey also conducted an exercise to establish baseline indicators against LFA. The conclusion was that the project has to start from a zero base.

Major challenges and recommendations in TVET are summarized below:

- A need to balance the supply and demand of right technical skills commensurate with the market needs.
- A need to improve the performance of public TVET institutions by balancing the theory and practical in course curricula and more importantly to enhanced understanding to change perception about TVET institutes among the stakeholder through awareness sessions and better coordination.
- Information Technology has enormous potential to create jobs and technical training delivery for the educated unemployed in the country in a wide range of areas like call centres, telecom engineering telecom sales, customer services, finance and accounting etc. This is one of the fastest growing sectors of the economy may need a special focus under TVET.
- The capacities of skilled workers trained from informal sector may be enhanced through short courses to make them compatible for employability in the small-medium and large scale industries.
- Skill training program for craft women may be introduced at the village level (including marketing skills).
- Poor are excluded from the skill training due to various reasons. Effective awareness programs may be introduced and procedural measures undertaken for the poor to get access to skill trainings.
- Unfortunately some traditional skills which are integral part of rural society are not well respected in our society (e.g., barber, carpenter, masonry, smith, pottery etc. are considered as low class in our social system). These skills are diminishing also because there was no formal training program/ emphasis and no awareness interventions to save these traditional skills as part of the society.

1. Introduction

Oxfam Novib, Pakistan is implementing the EU funded project "Enhancing Quality and Access to TVET for Employability, in partnership with BFW and IRC. The project started in October 2012 and will end by September 30, 2015. The project areas are districts of Khairpur, Dadu and Jamshoro in Sindh Province.

A baseline survey was envisaged for the project to establish benchmark against the objectives and result indicators for measuring post project impacts in the three project districts. The Area Development and Management Consulting (ADMC) were hired by Oxfam Novib (ON) as consultant for this baseline study. The survey was initiated by the ADMC field team starting from end of May 2013 and the draft report completed end of June 2013.

The study report is divided into six sections. The second section describes methodology for the baseline survey. The third section describes policy and institutional environment for TVET through review of literature in the country. The fourth section discusses baseline survey findings and analysis. It includes a brief description of the target districts profiles (special case studies with selected stakeholders including TVET institutions, chamber of commerce and industries, small scale industrial employers etc in the annex). This section also covers analysis of the selected village level information, household level results and analysis, and more specific information on craft women and youth in the village. Craft consumer market survey results are also covered in this section. In the fifth section, specific baseline measures have been summarized against the Logical Framework Analysis (LFA) indicators. The last section summarizes key findings and recommendations. Additional information/ case studies and relevant information are appended in the annex.

1.1 Objectives of the Project

The overall objective of the project is "Improvement of accessibility to TVET leading to professional employment of marginalized communities in rural areas of Sindh with 50 percent more earnings compared to the baseline findings". The specific objectives are: (1) "Improving accessibility and success rate of 3,200 unemployed poor youth in three selected districts (Dadu, Khairpur and Jamshoro) of Sindh in TVET leading to with 50 percent more earnings compared to the baseline finding" and (2) "Improving economic empowerment of 1600 poor women in three target districts by enhancing handicraft, designing, production and entrepreneurial skills , and linkage development with potential national and international markets leading to 50 percent more earnings compared to the baseline findings". See LFA for more detail.

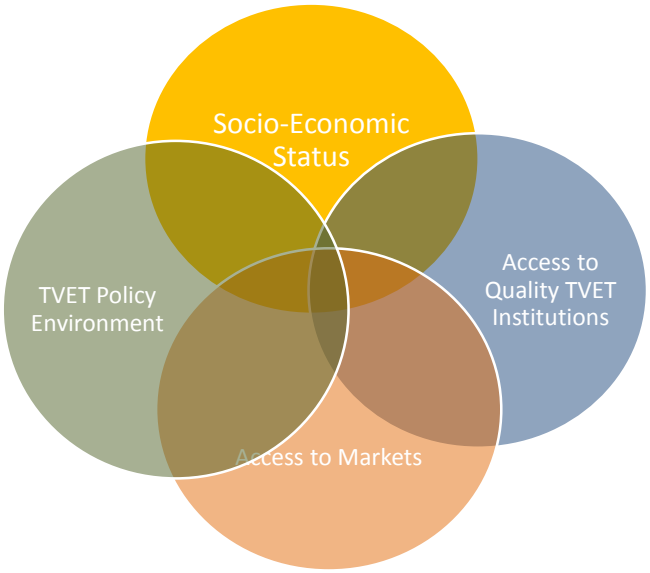
1.2 Objectives and Scope of the Study

The objective of the proposed baseline study is to delineate benchmark in line with the project objectives, and for assessing impacts and achievements of the project after completion. The study may also help guide the project partners in course correction during the implementation of the project. The study covered three target districts namely Khairpur, Dadu and Jamshoro districts in Sindh Province. The baseline survey especially analyzed

both quantitative and qualitative data against the project indicators covering key areas as outlined in the TOR for the assignment.

The benchmark had been established both in relation to the project's broad areas of interventions as well as general social and economic conditions of the target communities, especially targeting households, the youth and their employability status (including those of women youth) and the status of craft women. Figure 1.2.1 provides a framework for the baseline survey. The baseline data included to cover the existing socio-economic conditions of the target population, study of formal TVET institutions, markets (especially craft market) analysis and policy and institutional environment. Information on all these was necessary to set-up a benchmark for the project to be used in monitoring and impact studies.

Figure 1.2.1: Baseline Study Framework



2. Methodology for Baseline Survey

The following methodology was used for the baseline survey after discussing with ON staff. It was further refined during training of field survey team and pre-testing. Some modifications were necessary during the actual field survey depending upon the local conditions and for the timely completion of the survey.

2.1 Baseline Study Approach

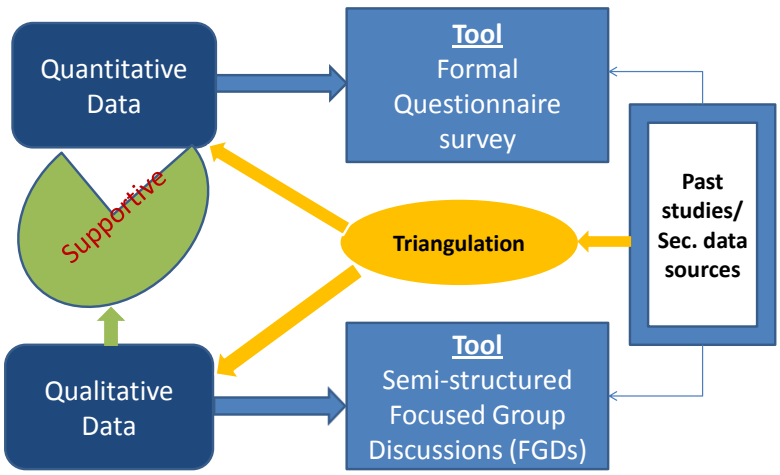
In line with the objectives and scope of the study, comprehensive baseline information against the project objectives/ LFA indicators were collected at various levels. This included household (HH) and village level information including youth (male/female), and district level case studies including TVET institutions, micro-finance institutions, employers and craft markets etc.

Various survey techniques and data collection instruments could be used depending upon the type of information required. Our experience with similar assignments suggested that Participatory Rapid Appraisal (PRA) method, focused group discussions, and semi-structured interviews were efficient techniques and instruments for village level information, and institutional level discussions. On the other hand, for quantitative information at household level the questionnaire survey was better.

Baseline information covered both quantitative as well as qualitative data and for which formal methods (using pre-coded questionnaires) and informal/semi-structured interview methods (using checklist/ open ended questionnaires) were respectively used (See Figure 2.1.1). These multiple data sources helped in triangulation of findings. In addition, secondary sources of information were also used for triangulation where necessary.

Quantitative data was mainly collected at the village and selected household levels in each district. A pre-designed/pre-coded questionnaire was used for collecting the village level information from key informants and more detailed questionnaire was designed for HH level quantitative data. In addition, quantitative data was obtained from youth (male/female) and from craft women. The quantitative data was supported by qualitative data through semi-structured interviews using a checklist or short questionnaire with open questions both for village level and district level information.

Figure 2.2.1: Baseline study Approach

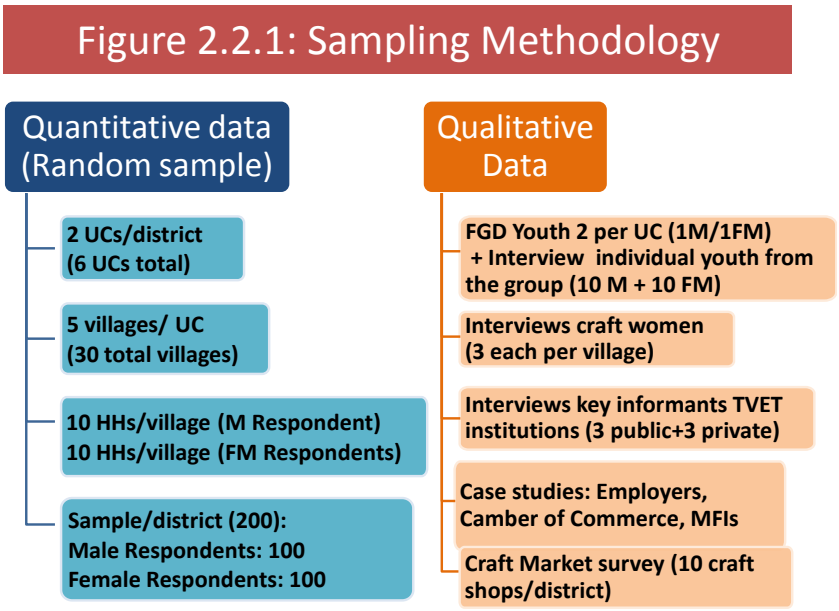


2.2 Sampling Procedure for Field Level Information

A multi-stage stratified random sampling procedure was followed using computerized random sampling techniques as detailed below (see Figure 2.2.1):

In the first stage, two Union Councils (UCs) form within the targeted UCs per district (total 6 UCs) were randomly selected. In the second stage, five villages per UC were randomly selected from the list of villages obtained during stage 1 in each UC. Thus total of 30 sample villages (from 6 UCs in the three districts) were covered for village level and household level information. In the

third stage, a sample of 20 households per village (100 male respondent households and 100 female respondent households per district) was randomly selected at the spot depending upon the size of the village. For example if there were 200 HH in a village, then every 10th HH was chosen for interview with male respondent and the next 10th HH was chosen for interview with female respondent.



The sample size for selected HH is shown in table 2.2. The sample covered 100 male and 100 female respondents per district (total 300 male and 300 female respondents in the three districts). In addition, key informants were interviewed in each village. Detailed list of randomly selected UCs and villages in the three districts may be seen in the Annex 1. It is important to mention that some randomly selected villages (3 villages in Jamshoro district and 1 village in Dadu district) did not exist as these disappeared during the 2010/11 floods or the number of households left post floods were not enough to cover the sample. As such these villages were substituted by the next neighboring villages.

Table 2.1: Sample Size for HH Data using a Pre-Designed Questionnaire

District	No. of UCs	No. of Villages (5 per UC)	Respondent households		
			Male	Female	Total
Khairpur	2	10	100	100	200
Dadu	2	10	100	100	200
Jamshoro	2	10	100	100	200
Total	6	30	300	300	600

In addition to the HH level data sample, semi-structured in depth interviews/ FGDs were held at field level as detailed below. All the questionnaires/checklists used in the base line survey are appended in the separate appendix report).

Village Profile

A questionnaire was used for interviews with key informants (1 per selected village) to obtain village level information. This also helped the field team in understanding of the village conditions and random drawing of the sample households in the village.

Interviews with Youth (male and Female) at the village level

FGD using a checklist of key questions was carried out (1 per UC with male youth and 1 per alternate UC with female youth). In addition, the same youth groups (male and female) were individually asked (20 male and 20 female respondents per district) to fill a pre-designed questionnaire to get individual perceptions of the youth about job opportunities in relevance with technical and vocational education.

Interviews with Craft Women at the village level

Craft women (at least 3 per village) were interviewed from within the selected households using a pre-designed questionnaire to obtain their perception on craft market, backward and forward linkages, market chain, and issues/constraints faced by them etc.

Craft Consumer Market survey

A short market survey (in near-by town) was carried-out using pre-designed questionnaire to understand the craft markets/ market chains including consumer satisfaction about the products and suggestions for future needs/improvements of the products.

In depth interviews with TVET institutions at district level

In depth interviews were held with TVET institutions (3 public and 3 private institutions per district) to obtain their opinion on course curricula, job markets, students' availability and performance, types of students (male/female) and their general trends towards the job market etc. Gaps were also identified for the improvement of job market trends in the TVET sector.

Discussion with Employers/ craft industries/ Chamber of Commerce and Industries at district level:

These discussions were held with relevant institutions (including labour department). Only exception of Chamber of Commerce, district Dadu, did not provide time for discussions.

Discussion with micro finance credit institutions at district level

Micro-finance credit institutions (2 per district including 1 local bank and 1 MFI) were identified and discussion held to obtain information of micro-credit opportunities for technical youth and procedural requirements. Discussions with 1 NGO extending loans to communities in the districts were intended to be interviewed but such NGO was not available in all the districts.

2.3 Questionnaire Design, Pre-Testing and Training of Field Team

Multiple sources of information were used including review of literature, questionnaires used for other similar surveys and brainstorming with ON staff to arrive at the desired set of data

collection instruments (questionnaires and checklists for various levels/types). These data collection instruments were pre-tested in the field with the following objectives:

To test the operational feasibility of the questionnaires and making suitable alterations, if so required;

- To determine the extent of response and biases;
- To estimate total time period required for field work;
- To assess field problems and possible solutions.
- To prepare enumeration documents and field procedures in the light of results of pre-testing.
- To conduct field training exercise for the survey investigators.

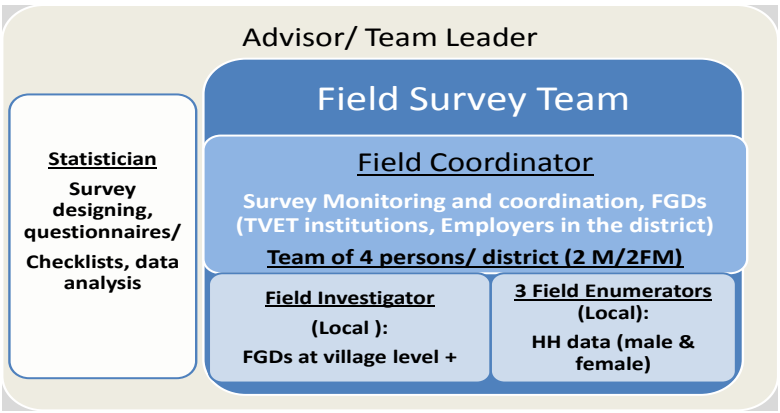
2.4 Field Survey Team

For each district, a three members' survey team was assembled during the inception but keeping in view the work load and in order to make the team gender balanced a four member team (2 female and 2 male enumerators) was hired in each district to simultaneously complete the field information. Among these four enumerators, one person having more experience of conducting surveys was given additional responsibility as field Investigator for supervision of the district team. In addition a survey coordinator was assigned full time for overall supervision of the field survey team in the three districts. The survey coordinator also carried out case studies in each through FGD/ in depth interviews at the district level. The team composition per district was as follows (also see Figure 2.4.1):

- Female enumerators : 2 per district (6 in total for the three districts)
- Male enumerators: 2 per district with one experienced enumerator to also act as supervisor of the field survey team in each district (total 6 for the three districts).
- A qualified and experienced Survey Coordinator (Consultant) to provide overall supervision and coordination throughout the field survey, conduct FGD interviews at the district level and develop case studies.

In addition to above, a Statistician and a Team Leader/Advisor were regularly guiding the field team during the field survey.

Figure 2.4.1: The Consultant Team



2.5 Field Data Collection Strategy

A road map was prepared jointly with the team for field operation as follows.

- Each team was advised to visit the sample villages and understand first the spread of the village and decide on the spot a strategy for the random selection of households.
- The filed investigator/supervisor completed village profile first and afterwards helped the male enumerator in HH level interviews. The enumerators (male and female) in the meantime conducted interviews with the randomly selected household respondents in the village. Female enumerators also completed craft women questionnaire from among three of the selected households.
- After completing the HH level information, the team facilitated the village level FDGs with youth (male or female group in each UC) using a checklist followed by individual interviews from the same youth group to fill youth questionnaire.
- Before exiting from the village, the field investigator thoroughly checked and verified all questionnaires filled by male and female enumerators from the selected households to ensure that all the information have been properly collected.
- The field survey team at the end conducted a short market survey (in the nearby town) after completing village level interviews.
- The survey coordinator visited each district team in regular rotation to accompany the team for field interviews, provided guidance at the spot, and collected the completed questionnaires. In addition, the survey coordinator also conducted FGDs/ interviews with key stakeholders (as listed in table 2.1) at the district level.

Quality control was ensured through the following measures:

- Engagement of suitable field staff with desired qualifications background and competence.
- Intensive training and orientation of survey methodology and interview techniques
- Effective monitoring and control of survey activities and timely solution of problems.
- On the spot random checking of enumeration work by the survey coordinator.
- Rectification of errors/bias through statistical methods.
- Control and evaluation of non-sampling errors.
- Triangulation/validation of data through various means including cross questions where necessary especially for quantitative data.

2.6 Data Entry and Analysis

Prior to data entry and analysis, a mutually agreed tabulation plan was tentatively prepared. Data entry/ cleaning were done by a Data Analyst. The data was entered in excel spread sheet and after thorough cleaning it was transferred to SPSS for data analysis. Any discrepancies found during the data entry were corrected first through the cross questions options and if not it was immediately conveyed to the Team Leader and/or Survey Coordinator for clarity.

SPSS “Statistical Package for Social Sciences” was used for analysis of the data. Editing of the survey data was comprehensively done before actual start of the analysis. Preliminary analysis (frequency distribution, graphic) were done for further scrutiny of the data and to detect outliers.

3. TVET Policy & Institutional Environment

Historical perspective of the today's mostly known Technical Education & Vocational Training (TVET) provides an evolving look as the concept has been termed with various names in order to better elaborate its associated fundamentals. One can find various interchangeably used names in the available literature, which mainly include Technical Vocational Education and Training (TVET), Occupational Education, Career and Technical Education, Vocational Education, Industrial Education, Technical Education etc. At the second International Congress on Technical and Vocational Education, held in the Republic of Korea in 1999, UNESCO and ILO (in consultation with their respective Member States and partner agencies) jointly agreed upon using the term technical and vocational education and training (TVET) in future in order to unite the field. The definition of TVET thus adopted at the Korean Congress[1] is "those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life" (UNESCO, 1999).

TVET's evolution, as portrayed by Benavot (1983), can be linked back to technological changes necessitated by the industrial revolution. The industrialization process introduced mechanization, which urged greatly for specialized work force capable of meeting the demands of the economic shift. This in turn demanded for capacitating institutions as well as human resources to meet the unmet market demand, which later on exposed its true potential for economic growth and poverty alleviation. This can be termed as the main aim of interventions made in the sphere of technical education and vocational training.

Thus TVET is gaining its importance throughout the world. There had been discussion to add TVET to the UNESCO 'Education for All' (EFA) and 'Education for Sustainable Development' (ESD) initiatives. Strengthening and upgrading TVET was also regarded as important for achieving the Millennium Development Goals (MDGs).

3.1 Relevant International Conventions

Keeping in view the importance of the intervention in terms of its potential contribution in cracking the walls of poverty and seclusion, the international community ratified several conventions and as such Pakistan is not an exception. ILO, being central to the theme, advocates and reports on these conventions primarily referred to as the core labor standards. The various conventions adopted and enforced by international community are listed in Annex 2.

These conventions provide guiding principles to cater for the labour issues as well as to keep binding on the member states to comply with core labour standards. This makes the mention of these conventions of particular importance in order to keep the TVET sphere more informed and well articulated as the requirement of embedding the TVET's designing, planning and implementation stages with the principle outlined in these conventions is a growing concern.

[1] Editorial: The future of technical and vocational education

3.2 TVET Related Policy Environment in Pakistan

In an effort to apply principles of social Justice in the world of work, the government announced a Labour Policy on 1st May 2010, with the following relevant features narrated below:

- Raising of Minimum Wages by 16% from Rs. 6000 of the previous year to Rs. 7000 per month.
- Payment of wages should be made through cheques/bank transfers in all establishments registered under any law.
- In order to monitor the implementation of labour laws pertaining to wage payments, working environment and time, Tripartite Monitoring Committees will be set up at district, province and federal level.
- Labour Market information system will be established through creation of Human Resource Centers at different cities.
- Contract employees within public sector will be regularized.
- Initiation of a comprehensive social insurance scheme on self registration/voluntary basis for all workers and self-employed in the economy for old age benefits.
- Establishment of a Board to review the cases of workers dismissed under the Removal from services(Special Power) Ordinance 2000.
- Schools run by Workers Welfare Fund (WWF) are to introduce Matric Technical Scheme for skill development.

The policy focus of government is on creation of decent employment, and human resource development (Govt. of Pakistan 2009). The importance of the fact can be gauged by the initiatives taken by the government such as National internship Program, President's Rozgar Program; credit is being provided for self employment by National Bank of Pakistan (NBP), enhancement of residential facilities by construction of one million housing units, doubling of lady health workers to cover Kachi Abadis, raising of minimum wage and pension of workers, restoration of Trade Unions. These steps were helpful in employment generation and human resource development.

The government has given special focus on skill development programme e.g., National Vocational and Technical Education Commission (NAVTEC) has been established with a view to over-coming lack of standardization, skill gaps, non- availability of proper curricula, poor quality of instructional staff, inadequate accreditation / certification, poor infrastructure and to encourage private sector to enhance technical education and vocational training capacity and to bring harmony and develop linkage between technical education and vocational training. Being a regulatory body, this Commission will be responsible for long term planning in this particular field. It will also be responsible for setting standards for formulating the syllabus, accreditation, certification and trade testing, etc. NAVTEC is giving Rs. 2000/- per month to each trainee during the training course. Presently, 1522 technical institutes with an enrollment of 314,188 are working in the country and providing technical skill to the labour force. It is being planned to produce one million skilled labours per year.

In order to develop skilled labour force on modern lines, Labour and Manpower Division established five Skill Development Councils (SDCs) one each at Islamabad, Karachi, Lahore, Peshawar and Quetta. The SDCs assess the training needs of their geographical areas, prioritize them on the basis of market demand and facilitate training of workers through training providers in the public and private sector. These Councils have met the diversified training needs of the industrial and commercial sectors and have so far issued certification to 46,674 skilled workers.

Information Technology has enormous potential to create jobs for the educated unemployed in the country in a wide range of areas like call centres/ attendants, website design and maintenance, E-commerce, web based customer services, finance and accounting etc. This is one of the fastest growing sectors of the economy.

A major gap existed in Pakistan was in the area of labour market Information system and analysis. A Project "Labour Market Information System and Analysis" had been launched in the HRD Wing of the Labour and Manpower Division. The objective of the project was to develop and consolidate the collection and usage of Labour Market Data in Pakistan, using internationally recognized Key Indicators for Labour Market (KILMs). The system yielded regular statistics and information about employment, under-employment and unemployment at national, local and regional levels. The coverage of vulnerable group such as women was ensured. Changes in socio-economic and educational characteristics of the employed and unemployed labour force, as well as, the changes in occupational and sectoral composition of the employed was also analyzed, enabling the policy makers to suggest policy initiatives for employment generation.

3.3 TVET Institutional Environment in Pakistan

In 1947, Pakistan had a very low industrial base, only 4% of the total economy. The country started to industrialize in the 1950s and progress in this respect was very notable in the 1960s. To sustain the growth of the manufacturing sector, TVET systems were expanded and strengthened. This initial momentum, however, could not be maintained due to lack of resources as well as diminishing commitment by successive governments towards the TVET sector. The sector thus gradually lost its way to meet the needs of the emerging job markets (GIZ 2011)[2]

With the renewed focus in recent years, TVET is gaining momentum but despite its infancy, the available literature reveals that at the policy fronts both at national and provincial levels provided a well defined cover exhibiting the Government's commitment required for setting up a robust structure for flourishing the TVET's sector.

In Pakistan, TVET has been re-structured at Federal level by establishing a National Vocational & Technical Training Commission (NAVTTC), while at the provincial level there are Technical Education & Vocational Training Authorities (TVETAs). These are being run under certain Acts and policies providing legal cover and strategic direction. Technical, Vocational Education and

[2] Labour Market Information - A situational analysis of Pakistan submitted to GIZ TVET Reform Support Programme by Jan de Voogd, MD and Prof. Dr. Muhammad Iqbal Qureshi (2011).

Training (TVET) is being dealt by associating it with the education at secondary as well as at higher levels, which in turn produces semi-skilled, skilled and highly skilled human resource. There are a number of administrative agencies responsible for looking after the TVET's affair at various levels. Respective Provincial Education Departments administer the affairs concerning Vocational Institutes whereas the Labor Departments are responsible for Technical Training and apprenticeship centers. The TVET institutional system at the national and provincial level is briefly described below (GIZ 2011)[3].

At the federal level, the Ministry of Professional and Technical Training has been established with the lead role in the TVET business and with the responsibility to head the National Vocational and Technical Training Commission (NAVTTC) and the National Training Bureau (NTB). At the provincial level Technical Education and Vocational Training Authority (TEVTA) set-up is as follows. In Punjab TEVTA was formed through an Ordinance (No XXIV of 1999) promulgated by Governor of the Punjab which has now been replaced by TEVTA ACT (ACT X of 2010) Punjab. In Khyber Pakhtunkhwa the TEVTA was established under the TEVTA Ordinance No xxx111 of 2002 on February 09, 2002, whereas the Directorate General Technical Education and Manpower Training was declared as the Secretariat of TEVTA, Khyber Pakhtunkhwa. In Sindh TVETA Bill was passed by the Provincial Assembly on 29th March, 2010 and was declared as an Act on 14th April, 2010.

For the provincial level implementation of the above legislations/ acts, the Authorities such as the TEVTAs, and the Skill Development Councils (SDCs); both autonomous bodies are entrusted with planning and executing training programmes as well as carrying out tasks such as revision/development of curriculum, training of trainers. In addition, the Directorates of Technical Education (DTE), Provincial Directorates of Manpower Training and some other agencies for the public sector run their own vocational training programmes in the public sector. The National Training Board and the associated Trade Testing Boards are responsible for their own examinations and issuing of skill training certificates.

Thus as whole the TVET sector is undergoing a restructuring process to position itself as a demand-driven training sector in line with the prevalent training systems elsewhere in the world (NISTD 2009)[4]. It also aims, as expressed in the National Skill Development Strategy (NSS) 2009-2013, to introduce competency based training to ensure that its training programmes produce able workers.

3.4 Status of Labour Force and Employment in Pakistan

It was not possible to access labour force segregated data for the targeted districts. The latest Labour Force Survey 2008-09 suggested that the labour force in Pakistan was estimated at 53.72 million out of which 50.79 million are employed (about 35 million in rural areas) while 2.93 million persons are unemployed, resulting in an unemployment rate of 5.5 percent, which

[3] Labour Market Information - A situational analysis of Pakistan submitted to GIZ TVET Reform Support Programme by Jan de Voogd, MD and Prof. Dr. Muhammad Iqbal Qureshi (2011).

[4] Research Study on Technical and Vocational Education in Pakistan at Secondary Level National Institute of Science and Technical Education in collaboration with UNESCO, Islamabad (2009)

continuously is increasing. The gender gap has narrowed considerably over time. Male unemployment increased in the last two decades whereas female unemployment decreased.

According the Labour Force Survey most of the employed labour came in the category of self employed (17.06 million), employees (17.96 million) and unpaid family members (14.45 million) and have increased overtime. The increase in self employed persons as well as unpaid family workers (especially female) indicated that activities at the household level were increasing. Furthermore most labour force was employed in the informal sector i.e., agriculture in rural areas. Employment in construction sector is also increasing and in the services sector it is declining.

The National Skills Strategy 2009-2013 by NAVTTC citing the Medium Term Development Framework 2005-2010 indicated that the country has an annual demand of nearly 950,000 appropriately skilled workers. This target presents a huge gap as the enrolment across above 1,500 TVET institutions was reported about 350,000. If this is the case then clearly there is big shortfall in the required number of skilled workers. The federal and regional governments through NAVTTC and TEVTAs therefore are faced with huge challenge to meet the growing demand for skilled workers for the country‘s economic development and to export human resource elsewhere in the labour deficient countries.

Another challenge is lack of emphasis on inclusiveness for the poor, female youth and disabled and their acquisition as skilled workers. Unfortunately some traditional skills which are integral part of rural society are not well respected in our society (e.g., barber, carpenter, masonry, smith, pottery etc. are considered as low class in our social system). These skills continued to be traditional because there were no formal training program/ emphasis and no awareness interventions to improve these skills as part of the society. However, this perception is changing.

The poor are excluded from the formal training system, and even in the informal sector they are marginalized as training is dependent on social and community connections[5]. Thus they remain much more likely to be uneducated, has much more difficulties in accessing formal skills training due to entry requirements related to qualifications and fees. The paper also offers an interesting finding about women's access to skills in a Muslim country, in which 20.6% of the women in a household survey indicated some form of skills training, but only 18% had utilized the skills to generate income.

Thus beside policy instruments, there is a dire need of ensuring procedural measures that would ensure an effective implementation of the policies in line with the supply and demand requirements for achieving the overall associated objectives. There is also a need to establish the importance of quality and access of TVET services in a gender sensitive and pro-poor manner for achieving its associated objectives of employability, poverty reduction and economic growth.

[5] 'Is Skills Training a Good Investment for the Poor? Evidence from Pakistan' by Shehryar Janjua (2011) from the Mahboub ul Hag Human Development Centre

3.5 Status of TVET Institutes in Pakistan

A larger rightly skilled labour force is good for the rapid economic growth of the country provided it is put to use in productive employment. It demands a mixture of quality skilled workers, tradesmen, technicians, technologists, engineers, researchers and development scientists. Without good education system and need based TVET institutions/ course curricula, quality skilled labour force for productive employment would not be possible and youth unemployment and/or un-skilled workers would continue to rise and difficult for them to emerge out of poverty.

In Pakistan, presently there are over 1500 public TVET institutions (about 301 in Sindh)[6] with an enrollment of 314,188 students working in the country and providing technically skilled labour force. These included Technology Colleges, Polytechnic Institutes and Monotechnic Institutes, whereas commerce education for business sector provided in over 200 commercial training institutes. In addition, Vocational Institutes also operated throughout the country. Data on private TVET intuitions were not available but according to NISTD study there were more than 1000 private institutes throughout the country providing TVET. It is being planned to produce one million skilled labours per year (NISTD 2009)[7].

Different duration of courses in various technical and vocational fields are being offered across the country, ranging from 3 months certificate courses to 3 years diploma of associate engineering (DAE) and bachelor as well as master of technology. Moreover, option of Secondary Technical School Certificate in Sindh and customized training for industry in Punjab are also available. All these diverse approaches serve the purpose of employment, self-employment, and for further education. The NISTD Study found that except 3-year diploma of associate engineering programmes all other options were not satisfactorily. As far as Vocational Training is concerned various experiments in the country had not succeeded and most reform proposals invited controversy (NISTD 2009)[8].

The curricula of TVET focus remained on the acquisition of employable skills. Therefore, in order to enhance the skill-level of the work force, there was need to revitalize modernize and harmonize TVET in the specialized institution of technical education, as well as, integrate it with the general school education (UNECO 2009). Furthermore skill development programs for the skilled workers trained through informal sources (Ustad-Shagird) would be needed to enhance their interpersonal, communication and analytical skills for improved approach towards the work in their areas.

---

[6] WWW.NAVTTC.Org

[7] Research Study on Technical and Vocational Education in Pakistan at Secondary Level National Institute of Science and Technical Education in collaboration with UNESCO, Islamabad (2009).

[8] Research Study on Technical and Vocational Education in Pakistan at Secondary Level National Institute of Science and Technical Education in collaboration with UNESCO, Islamabad (2009).

4. Field Level Baseline Survey Results & Analysis

In the previous section national/ provincial policy review was conducted to highlight relevant labour laws and to indentify gaps in the implementation of these laws in the context of the TVET in Pakistan. This may serve the purpose of baseline in the national and provincial context.

At the field level in the targeted districts, baseline information had to be collected from various stakeholders both at the targeted districts level and at the village level in the selected UCs. In this chapter baseline results at various levels were organized and presented accordingly. District profiles in general and in relation to TVET in particular were discussed first. More detailed results were analyzed at the selected villages and households levels, including youth and craft women.

4.1 District Profiles

The information about district profiles were gathered from various secondary sources (see Table 4.1.1). In addition, specific case studies conducted with various stakeholders at the targeted district levels on TVET institutions and Chamber of Commerce/ district level business associations.

4.1.1 General Characteristics

Khairpur District is located in northern Sindh and is bounded on the north by Shikarpur and Sukkur, on the east by India, on the south by Sanghar and Nawabshah and on the west by Larkana and Naushahro Feroz. The district has an area of 15,910 square km, divided into 8 sub-districts (talukas/ tehsils), 89 Union Councils, and 382 Mauzas (Dehs). Total population of the district is estimated to be 2.2 million in 2012, out of which 52.40% are male and the rest are female. Urban population is only 23.61%. Khairpur city is its district headquarters. In addition, there are about 10 other small towns/cities in the districts. The overall literacy rate for Khairpur is 35.5 %. The female literacy rate is 19.7 % as against male literacy of 49.7 %. The rural literacy is 30.61 %, while the urban literacy is 50.68 %.

Khairpur is famous for dates. However, the soil is suitable for many cash crops including cotton and wheat. It has dry hot climate during the summer and cold in winter. Khairpur gets its water through a web of canals coming out of River Indus. Mir Wah is the main source of irrigation and drinking water.

Dadu district is bounded by Larkana district in North, Khirthar range and over it Kalat and Lasbella districts of Baluchistan province on the West. In the South West lies Karachi and its South is covered by Thatta district and on the East across river Indus are districts Naushero Feroze, Nawabshah & Hyderabad. The total geographical area of the district is 19,016 sq. kms, of which 14,952 sq. kms (78.63%) is hilly area whereas 4,064 kms (21.37%) is plain land. The flat plain strip of 200 miles long and 25 miles wide is highly fertile tract of land in the district. The Manchar is a huge lake within district and is used for fish breeding and as a natural reservoir. The Khirthar National Park located in district Dadu is reserved for wild life preservation. The district comprises of 4 talukas (i.e. Dadu, Mehar, Johi, and Khairpur Nathan Shah), 52 UCs and 351 villages. Total population of the district is 1.7 million (2012 projections) out of which 52% are male and 48% female. About 76%% of the population live in rural area and the rest 24% are

settled in urban areas. According to 1998 Census average house hold size comprised of 5.5%. Literacy rate in Dadu district is 35.6%. The female literacy rate is 22 % as against male literacy of 48 %.

Jamashoro district was bifurcated from district Dadu in December 2004. It consists of four Talukas Sehwan, Manjhand, Kotri and Thano Bola Khan. It is situated on the right bank of River Indus. The total geographical area of the district is 11,517 square kilometers. The district has boundaries in the north with Dadu district, in the east river Indus separates it from Nawab Shah, Matyari and Hyderabad district, in the south lies Thatta district, in the south west Karachi district and in the west by Kheerthar Range. The 2012 projections suggest that total population of the district is 850,000, out of which 52% are estimated to be male and 48% female. Like other targeted districts, majority of the population is rural 78% who depend on agriculture and fishing. Urban population is only 22% of the total population. Only a small belt of 2-6 KM on the right bank of Indus river is irrigated and the rest is either rainfed or hilly. District Jamshoro has popular industrial zones namely Nooriabad Industrial Area and Kotri Industrial area where more than 400 different industries are located. In addition, the district has Jamshoro Power station, Lakhra Power Project and Kotri Thermal Power Station. The Industrial areas and Power plants and the near-by towns/ main cities (including Hyderabad and Karachi) are providing job and business opportunities to the residents. Approximately 20% of district population is serving in Federal and provincial Government[9].

Table 4.1.1: Targeted district profiles at a glance

Statistics	Khairpur	Dadu	Jamshoro*
Area	15910 Sq.Km.	19070 Sq.Kms	7866 Sq.Kms
Population (2012 projections)	2.25 million	1.7 million	0.85 million
Male	52.40 %	52 %	52 %
Female	47.60 %	48 %	48 %
Urban Population	23.61 %	20 %	22%
Rural Population	76.38 %	80 %	78%
Average Household Size	6.1	5.5	5.1
Literacy Ratio (10 +)	35.5 %	35.6 %	35.6 %
Male	49.7 %	48.03 %	48.03 %
Female	19.7 %	21.65 %	21.65 %
Total Housing Units	255261	305116	NA
Administrative Units			
Talukas	08	04	04

*Source: www.pbs.gov.pk/content/**district-glance-khairpur***

**** estimates based old sub-vision of district Dadu before separation***

[9] http://jamshoro.com.pk/Profile.htm

4.1.2 TVET Institutes in the Target Districts

According to NAVTTC data, of the total 1500 public TVET institutes (301 in Sindh province) there were about 5 public TVET institutes each in Khairpur and Dadu districts and 4 such institutes in Jamshoro district (according to the project team there were more than the reported public institutes in these districts). In addition, 11 TVET institutes operate in Hyderabad which could be easily accessed by youth from Dada and Jamshora (see list Annex 3). Similarly there are about 17 TVET institutes in Sukkur district which could be accessed by youth from Khairpur district (detailed list may be seen at WWW.NAVTTC.Org). Data on private institute for the target districts could not be accessed.

4.1.3 District Level Case Studies

Semi-structured in depth interviews/ discussions through checklist were conducted with relevant district stakeholders namely TVET institutes, micro-finance institutes, employers/chamber of commerce and industries. The district labour officers in all the districts were not available and therefore dropped from the interview. Results of the interviews/ discussions are provided in Annex 4. These are briefly summarized below

Perception of TVET institutes in the targeted districts

In depth interviews using a questionnaire but with open questions for discussion with key informants was done by the baseline survey team (6 TVET institutes - 3 public and 3 private) in each district. All the TVET institutions were positive with the performance of their institutes and rated as very good, good and satisfactory e.g., justifying that their institutes provide good environment to the students, they have competent staff, adequate training material and equipment and teach both theory and practical. However, they reported that that the IT facilities are not sufficient and they lack Hostel facilities at the institutes.

The students' enrolment rate varied from 50 to 150 in all the districts. The trades offered by these institute per district both for male and female are shown in the following table. While admissions were open for both male and female but natural classification existed and are shown accordingly in the table in parenthesis as (M/FM). Majority of the institutes responded that these courses were according to the market demand and the supply of trained persons was less than the demand. However, not many students attracted to these skills. Those who join us performed well.

Majority of the responding institutes in Dadu and Jamshoro were satisfied with course curricula. They also reported that the institutes have specialized teachers who provide competency based training to the students. These specialized teachers are easily available in the districts. Only in Khairpur two institutions were not fully satisfied with the course curricula. They mentioned that a balance needs to be maintained between theory and practical work. Public and private partnership was also emphasized by the institutes in all the districts. When asked about their perception about which of the government bodies were involved in the development of course curricula, they mentioned the various organizations (varied by district see details case studied in annex 4). An additional question was asked from the respondents about the specific involvement of Business and Industries. In all the districts the answer was affirmative.

Dadu	Jamshoro	Khairpur
• Auto Mechanics (M) • Civil work (M) • Computer (M/FM) • Graphics design (M/FM) • Diploma in IT (M/FM) • Electrical (M) • Electronics (M) • Mobile repair (M) • Office Automation (M) • Plumber (M) • Welding (M) • Handicrafts (FM) • Machine Embroidery (FM) • Tailoring & Dress Making (FM)	• Air Conditioning (M) • Computer (M/FM) • Graphics design (M/FM) • Mobile repair (M) • Carpenter (M) • Plumber (M) • Tailoring & Dress Making (FM) • Hand Embroidery (FM) • Machine Embroidery (FM) • Handicrafts (FM)	• Air Conditioning (M) • Auto Mechanics (M) • Civil work (M) • Graphic design (M/FM) • Diploma in IT (M/FM) • Electronics (M) • Mechanical work (M) • Mobile repair (M) • Office Automation (M) • Plumber (M) • Welding (M) • Tailoring & Dress Making (FM) • Hand Embroidery (FM) • Handicrafts (FM)

Regarding the question about how the coordination between TVET institutions and industries be improved, following suggestions came-out.

- Join market surveys be conduct and fresh needs incorporated in the course curricula
- Trained student should be given internship in the industries
- By introducing reforms at policy level on how the diploma/certificate holders be absorbed in the industries.

Other suggestions by the respondents from TVET institutes were:

- Business Community, Industrialists, Government should work together for improvement of TVET.
- Enhance awareness at grass root level about the benefits of technical skills.
- Establish more local and national level industries.
- Improve TVET for new marketable product.
- Quota for low income and special people be enhanced.
- Enhance financial resources for TVET institutes to be better equipped.
- Sharing of trained persons from TVET institutions with public and private level organization.
- Enhance the skills in traditional craft products for better competition in national and international markets.
- Develop market linkages of the peoples in craft industries to minimize the role of middle man.

<u>Perception of Chamber of Commerce, Trade and Industries</u>

The following major findings emerged from the discussion (see detailed discussion 4.1.3)

- Labour policy is there but lacks implementation
- Government commitment for enhanced awareness public/ private coordination/ partnership is needed
- Skills training should be demand based and the local skills should also be promoted.

– Quality/ compatibility is lacking commensurate with the market demand is missing.

Perception of small scale employers

Summary of main findings of discussions with the small scale industries are listed below (see detail in Annex 4)

– They have heard about TVET institutions but no trained skilled person came for the job (the respondent in district Khairpur had full knowledge but not satisfied with the formally trained diploma/ certificate holders unless they get specialized practical training).
– All mentioned that the TVET institutions only teach theory, no practical training and therefore it is of no use to them.
– Prefer to hire skilled labour from market with local practical skills (ustad – shagird) because these are more adept.
– There should be awareness campaign; organizing seminars and the institutes should arrange exposure visits to various industries for their students.

4.1.4 Discussions with Micro Finance Institutions (MFAs)

In each district two MFIs were contacted and discussions held with key informants (detail in Annex 4). It was reported that in the targeted districts leading institutions including Sindh Bank Ltd., Thardeep Micro Finance Unit, Khushhali Bank Ltd. and The First Micro Finance Bank offer micro financial services to the rural communities. With the exception of Sindh Bank Ltd., the rest of the microfinance institutions relied largely on group lending where the group provides guarantee for repayment in the shape of social collateral.

4.2 Household Survey Results & Discussions

4.2.1 Village Profiles

As a first entry point for the survey team, key informants from the randomly selected villages in the three districts (10 villages per district) were interviewed to understand first the socio-economic conditions of the sample villages.

Average size of these villages in term of household numbers varied among the targeted districts: 75 in district Dadu, 120 in district Khairpur and 158 in district Jamshoro. The targeted Districts exhibited same physical pattern concerning HHs construction. District Dadu had 78% Katacha houses followed by Jamshoro with 59% and Khairpur 49%, which besides other actors show a definite reduced availability of economic opportunities and earnings. Road network was available to almost all the villages. The distance to main road was about 3 KM on average. All the villages had safe drinking water facilities (hand pumps/bores). None of the villages in Dadu and Jamshoro had public water supply schemes whereas 30 % villages in Khairpur district had public drinking water supply schemes. Health facilities were almost non-existent in majority of the sample villages (90% in Dadu and Jamshoro districts and 70% in Khairpur district) and therefore relied on health facilities in the nearby towns in a radius of up to 5 KM or in some cases about 10-20 KM.

Education facilities were also not satisfactory. In all the sample villages there was no secondary school (boys or girls) and in some cases no primary (boys/girls) school. Market towns fall in a radius of 5-7 KM in the three districts. These markets also provided a space for craft market, skilled labour services and perhaps for health and higher school education as well.

Service providers for technical/mechanical facilities were almost non-existent in the villages and relied on mechanics/ technicians from the above mentioned towns. Only few villages (10-20%) in Jamshoro and Khairpur districts reported that such services were available within the village. Regarding the quality of services, majority of the recipients of the services in all the districts perceived that the services were satisfactory whereas more than 80% village respondents in district Khairpur termed these services as unsatisfactory. The quality of the service providers always depend on the means through which the providers have been trained. The results revealed that majority village respondents (97% in district Dadu and Jamshoro and about 80% in district Khairpur) mentioned that the technicians had obtained only informal training from ustad or within the family set-up. The village respondents were unaware of the existence of formal training facilities.

4.2.2 Household Survey Results & Analysis

Household survey forms important part of the baseline survey. A pre-designed/ pre-coded questionnaire was used covering 100 male and 100 female respondents in each district as shown in table 4.3.2.1. In district Khairpur, one village was half done (9 respondents were covered instead of 20) because of internal conflict between two political parties in the village that arose at the time of the interview due to which the survey team had to leave the village for security reason.

Table4.3.2.1: Sample size covered in the survey

Respondents	Dadu	Jamshoro	Khairpur	Total
Male	100	100	96	296
Female	100	100	93	293
Total	200	200	189	589

Households Socio-Economic Status

Demographic analysis of sample households revealed an average family size of 6.21 out of which 53 % were male and 47% were female. The distribution of household population by age group (table 4.3.2.2) portrayed that on average 33% fell in the potential school going age group of 5-15 years, 26% were in the youth age bracket of (16-29) years, and 28% were in the potential still working age group of 30-60 years. Thus the average household population that fell in the income earning working age of (16-60) years came out to be 54%. The above 60 year of age population was only 1% on average. The disabled population was less than 1% of the total sample (not mentioned in the below table).

Table 4.3.2.2: Distribution of household population by age group (%)

Age Group	Dadu	Jameshoro	Khairpur	Average
(Less than 5 year	14	12	11	12
(5 - 15) year	33	33	33	33
(16 - 29) year	25	27	26	26
(30 - 60)year	28	27	28	28
(Above 60 year)	0.4	1	1	1

Household living conditions

On average 96% of the households lived in their own houses whereas the rest were living in the homes of their landlords or relatives. These were mainly Kacha houses (53% on average), Kacha/ pacca (22% on average). and a small proportion of houses (3%) was made of thatch material (huts type). In addition in Jamshoro and Dadu a significant proportion of houses were also pacca houses made of durable material (table 4.3.2.3). Out of the total houses, on average 55% of the houses had one room, 35% had 2 rooms and 16% had three or above rooms.

Table 4.3.2.4 reveals that majority of the households especially in Dadu (88%) and Khairpur (99%) used safe drinking water source hand-pump/ tube well etc. Only in Jamshoro district half of households used un-safe water sources e.g., river/canal for drinking. For toilet facilities, only 23% households on average had flush latrines whereas the rest used toilet facilities that are considered as un-hygienic facilities. District Dadu had the worst such conditions among the three districts (table 4.3.2.5).

Table 4.3.2.3: Distribution of houses by type (% HH)

Type	Dadu	Jamshoro	Khairpur	Average
Private house mostly in durable material (Brick, cement)	6	38	24	23
Kacha house	73	46	41	53
Kacha/Pacca house	20	13	34	22
Thatch material (huts)	1	5	2	3

Table 4.3.2.4: Drinking water facilities (%HH)

District	Safe source	Unsafe source
Dadu	88	12
Jamshoro	52	48
Khairpur	99	1

Table 4.3.2.5: Toilet facilities (% HH)

Toilet	Dadu	Jamshoro	Khairpur	Average
Flush latrine	10	23	37	23
Dry pit covered	16	57	35	36
Unprotected place at home	32	13	11	19
Open field	41	6	17	21

Household assets:

The table 4.3.2.6 below showed a thin household assets base of majority of sample households. However a reasonable proportion of households reported assets that mainly comprised of necessary electric appliances (TV, refrigerator, washing machine) and those as means of transportation (motorcycle/ bicycle). Dadu District has relatively higher household assets compared to other districts. The widespread use of electric appliances warrants need for skilled work force for repair and maintenance.

Table 4.3.2.6: Household assets (% HH)

Assets	Dadu %	Jamshoro %	Khairpur %	Average %
T.V	57	41	46	48
Refrigerator	25	12	31	23
Washing machine	23	12	44	26
Motor cycle	28	17	32	26
Bicycle	10	10	48	23
VCR/CD/DVD	9	4	14	9
Air cooler	3	2	14	6
Tape recorder	8	1	4	4
Car	1	0	2	1
Computer	4	2	7	4

Households land holdings:

On average about 83% of the households worked as farmers and at their own farm except in Jamshoro where about 12% worked as owner cum tenant (table 4.3.2.7). Tenant cum sharecropper were also found in Jamshoro and Khairpur. Of those 80% households owned a small piece of land of less than 5 acres and 16% had 6-12 acres of land (table 4.3.2.8).

Table 4.3.2.7 - Type of land holding (Percent)

Type of holding	Dadu	Jamshoro	Khairpur	Average
Land owner	96	69	84	83
Tenant cum owner	4	21	2	9
Tenant/share cropper	0	10	14	8

Table 4.3.2.8: Farm size (%HH)

Area in Acre	Dadu	Jamshoro	Khairpur	Average
(<=5)	71	84	86	80
(6 - 12)	24	12	11	16
More than 12 Acre	6	4	2	4

Household education status

The education status of the households portrayed an alarming situation as shown in table 4.3.2.9. On average 51% of the population was illiterate with the lowest in Khairpur district accounting for 37%. Another 25% population was primary or below primary and only a small proportion of the household population had reached to above primary category. Thus majority of the households are in the low education class, posing significant challenge for TVET accessibility.

Table 4.3.2.9: Education status of the household population (% household members)

Education	Dadu	Jameshoro	Khairpur	Average
Illiterate	64	56	37	51
Primary & below	21	27	26	25
Middle	5	6	11	7
Secondary	6	6	14	9
Intermediate and above	5	5	12	8

Note: Excludes children below 5 years age

Household members' occupation status

The household occupation data as shown in table 4.3.2.10 revealed that on average 43% had no occupation (excludes infants/children below age 5 years) and in addition 23% of the total sample were students. The remaining 34% were therefore engaged in income earnings out of which 20%

worked as labour/ self employed unskilled and only 14% were employed in productive activities (includes employees, farmers, crafting, skilled work).

When compared this occupation pattern gender-wise, it was interesting to find out that it was the majority (65%) of the female population described as with no occupation (Table 4.3.2.11). Labour work, farming, government employment were attributed to male members. Among the female 11% were also reported to be involved in crafting (perhaps these were full time involved in crafting).

The above analysis revealed some interesting phenomena which is not unusual in our society. Since most female members of the household remained at home and therefore they were described with "no-occupation", although women must be doing work at home to take care of the family and children, they may be providing help in farming and livestock management and probably they may also be involved in income generating activities (e.g., some crafting) but their work is not valued. This analysis also pointed to the fact that unless the women take charge of full time crafting (e.g., the 11% female), they are usually classified in the no-occupation group.

Table 4.3.2.10: Occupation of the households population (%HH members)

Occupation	Dadu	Jamshoro	Khairpur	Average
No Occupation	46	41	42	43
Labour	15	18	15	16
Farming (Agri/Livestock)	7	5	3	5
Employee (Government/Private)	1	3	5	3
Crafting	6	8	3	6
Self Employed (Skilled)	1	0	1	1
Self-employed (unskilled/shopkeepers/others))	8	3	1	4
Student	16	22	30	23

Note: Excludes children below 5 years age

Table 4.3.2.11: Occupation by Gender (Percent)

Occupation	% of male population	% of female population
No Occupation	24	65
Labour	29	1
Farming (Agri/Livestock)	9	1
Employee (Govt./ private)	5	1
Crafting	0.5	11
Self Employed (Skilled)	1	0
Self-employed (unskilled/ shopkeeper/other)	4	2
Student	26	19

Note: Excludes children below 5 years age

The table 4.3.2.12 below analyzed the household occupation by age group. This was important to understand how the household members of different age group distributed their work within the household. No occupation was common (about 50%) in family members of all the age groups. Even the potential school going children (age 5-9 year) had 41% those with no occupation meaning that they were not going to school and perhaps doing nothing, while the remaining 53% were going to school.. A small proportion in this age group was also involved in income earnings (e.g., labour, agriculture, crafting and self employed). The data showed that the actual labour work and contribution in faming or other work started from 10-15 year age group in the family set-up, although at this age the children should have been in schools. Craft women were mostly in the age between 10 to above 40 years. The start of paid work at the tender age of 10, translate in low adult wages due to increase in labour supply.

The results also suggest that even though 43 % youth reported to have no occupation, a significant proportion of youth (66%) was also at work but mainly as unskilled labour (32%) and some (15%) as skilled labour/employee and farming. In this age group, crafting (which is mainly done by women) was found to be 10% of the household members.

Table 4.3.2.12: Household occupation by age group (% average of 3 districts)

Occupation	**Age group (years)**					
	(5 - 9)	**(10 - 15)**	**(16 - 29)**	**(30 - 39)**	**(40 - 50)**	**(50+)**
No Occupation	41	44	43	36	46	54
labour	1	21	30	30	27	22
Agriculture/Livestock	1	4	8	10	12	16
Employee (Govt./private)	0	3	6	10	7	2
Crafting	2	8	10	8	5	2
Self Employed (Skilled)	0	1	1	1	1	0
Self employed unskilled/ other)	3	2	2	4	4	3
Student	53	16	1	0	0	0

Household income status

The table 4.3.2.13 below highlighted the fact that in 82% cases only 1-2 members of the household took the burden of the earning, whereas only in 14% cases, 3-4 HH members were contributing to the earnings.

The average monthly income of the majority of the sample households (70%) was less than Rs. 10,000 (table 4.3.2.14). District Dadu had higher percentage of households (84%) falling in this level of income and District Khairpur had slightly above 50% households in this level of income. Another 23 percent households on average had monthly income in the range of Rs. 10,000 - 20,000. This implied an extremely low monthly income of the households to feed an average family size of more than 6 persons per household in the target districts. The low income of the households was also found to be discriminatory if compared with the monthly guaranteed

minimum wage rate of Rs. 7,000 per person as per the 2010 labour law of Pakistan (revised Rs 8000/- in 2012).

The household respondents also probed regarding the involvement of youth aged between 16-29 years for their contribution in the income of the households (table 4.3.2.15). It was found that in district Dadu only 37% youth were contributing to the household income as against 80% youth in district Jamshoro and 92% youth in district Khairpur. This confirmed the fact that youth had a major role in the income contribution provided they are put to work. The less involvement of youth in contributing to the family income in district Dadu might be the reason that majority of households in the district had the lowest monthly income of <Rs. 10,000. This finding also speaks for the low socio-economic indicators for the district (as discussed before). In other words, low household income in district Dadu is perhaps because there is less contribution of youth in the household income and this has resulted in relatively poor socio-economic conditions of the households in the district. As shown before, district Dadu was found to be behind from other two districts in education, housing and sanitation.

Table 4.3.2.13: Number of household members responsible for earnings (%HH)

No. of member	Dadu	Jamshoro	Khairpur	Average
(1 - 2) person	89	79	79	82
(3 - 4) person	10	18	15	14
(4 - 5) person	5	8	9	7
> 5 persons	1	1	2	1

Table 4.3.2.14: Household Monthly income (Percent HH)

Income Level	Dadu	Jamshoro	Khairpur	Average %
(<=Rs. 10000)	84	74	53	70
(Rs. 10000 - 20000)	12	19	38	23
Above Rs. 20,000	5	7	9	7

Table 4.3.2.15: Youth (age 16-29) involvement in contribution of family income (%HH)

No. of youth	Dadu	Jamshoro	Khairpur
(1 - 2) persons	30	65	75
(3 - 4) persons	7	14	13
(5 - 6) persons	0	1	4

<u>Household access to banking and credit:</u>

Because of the fact that the household income had been extremely low and not even compatible with the labour laws (especially if compared the monthly income of a household with the

monthly guaranteed minimum wage rate of Rs. 8,000 for an individual worker as per the 2012 Govt. of Pakistan standard). Thus because of low monthly income and therefore no savings, majority of the sample households had no bank account (Figure 4.3.2.1). Those who had a bank account were mainly salaried persons/ pensioners or self employed (shopkeepers).

Despite of low income, most had not approached any bank or money lender for loans and those who did approach, they mainly requested village lenders/friends/shopkeepers (table4.3.2.16) mainly for buying agricultural inputs and some for meeting family social needs as reported by the households. Out of those who requested for loans from credit institutions about 52% in district Dadu, 29% in district Jamshoro and only 7% in district Khairpur succeeded in getting loans (Figure 4.3.2.2). The higher success rate in district Dadu was perhaps because of land ownership and also because they approached mainly local money lenders. On the other hand the households mainly approached micro finance institution or bank in district Khairpur as such the grant of loan was regretted. This also showed that the success rate depended upon economic assets (land ownership). Dadu was more successful perhaps because of relatively large farm sizes compared to the other two districts.

Figure 4.3.2.1: Family members keeing a bank account

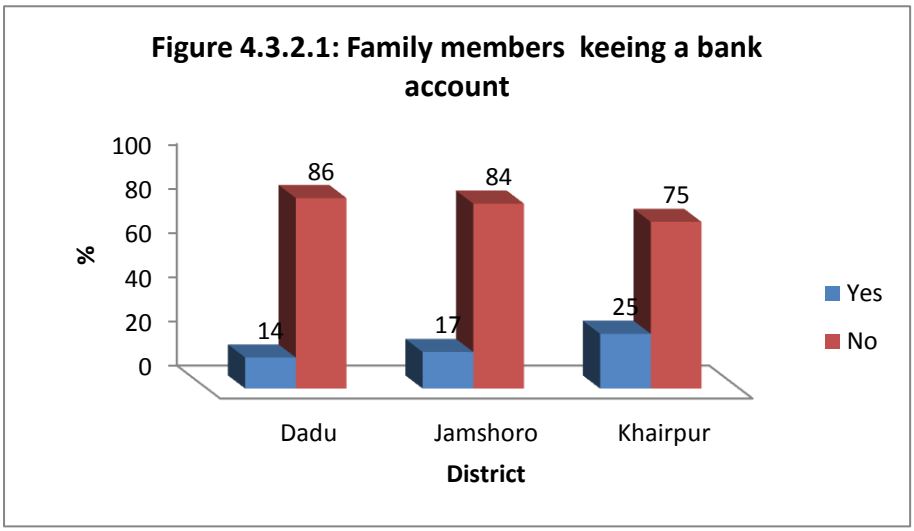
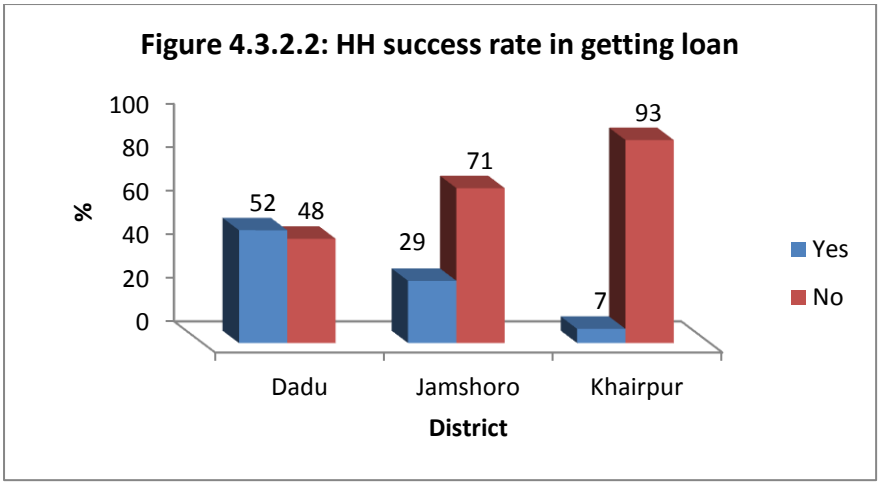


Table 4.3.2.16: Credit institutions approached by the households (%HH)

Finance institutions	Dadu	Jamshoro	Khairpur
Commercial bank	4	4	1
Micro credit	2	5	15
Village lender/friends	14	29	4
If not approached	80	62	81



Household Gender sensitivity:

Perception about women/female youth involvement in skilled work was found to be positive among the household respondents. Majority of the respondents (above 80%) agree that boys and girls should be given equal opportunity to seek employment of their choice and they agree that women should be encouraged to become earning members of the households. Furthermore, majority respondents are in favor that women should be encouraged to enroll in skill development trainings to enhance their professional capacity, should be allowed to study in training institution outside the village and even to work in city/towns. The limited number of respondents who did not agree to the above statement mentioned family restrictions, lack of awareness and that job opportunities are limited for women.

4.2.3 Village Youth Survey Results & Analysis

FGDs were held with youth in a village separately with male and female youth (1 each per UC) using a checklist. In addition, the male and female in the groups were individually interviewed (10 each per UC) using a questionnaire. The distribution of youth sample by district is given in table 4.2.3.1.

Table 4.2.3.1: Sample size of youth by gender

Gender	Dadu	Jamshoro	Khairpur
FGDs			
Male	2	2	2
Female	2	2	2
Total	4	4	4
Individual interviews			
Male	20	20	20
Female	20	20	20
Total	40	40	40

It is important to mention that it was not a random sample of the youth and it was a small sample, therefore the results shall be read with caution. These results however provided useful

information especially regarding the perception of the youth about technical skills and their involvement.

Almost all the male youth had some formal schooling, whereas among the female youth slightly less than 50% had no formal schooling (Table 4.2.3.2). A exception is Khairpur district where a large number (80%) of female youth in the sample had some formal schooling).

Level of schooling of the respondents is given in Table 4.2.3.3. The table confirmed that it was a mixed group with different level of education ranging from primary to higher secondary. In case of male youth group, the respondents had mainly above middle education whereas in case of female youth group, more respondents had mainly primary education. This was unsual because our household surevy indicated that majority of the household members had low level of eduaction (mostly primary). One reason might be that the FDG was attended mainly by some educated persons in the village or the individual in the group exagerated their eduation level.

Table 4.2.3.2: Education status of the youth respondents (% youth)

Qualification	Male youth (%)			Female youth (%)		
	Dadu	Jamshoro	Khairpur	Dadu	Jamshoro	Khairpur
None	0	5	10	42	45	20
Formal Schooling	100	95	90	58	55	80

Table 4.2.3.3: Year of formal schooling (percent)

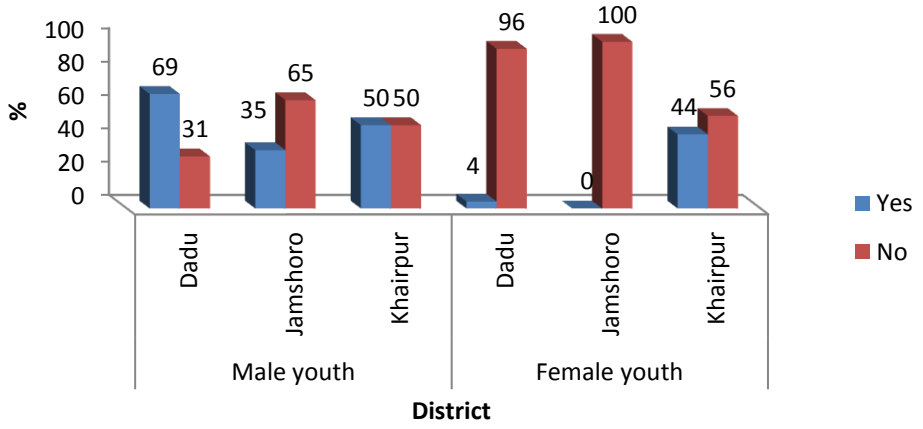
Level of education	Male youth			Female youth		
	Dadu	Jamshoro	Khairpur	Dadu	Jamshoro	Khairpur
Primary	0	20	18	0	54	55
Middle	6	15	18	13	9	0
Secondary	59	15	24	17	36	35
Above	35	50	41	29	0	10

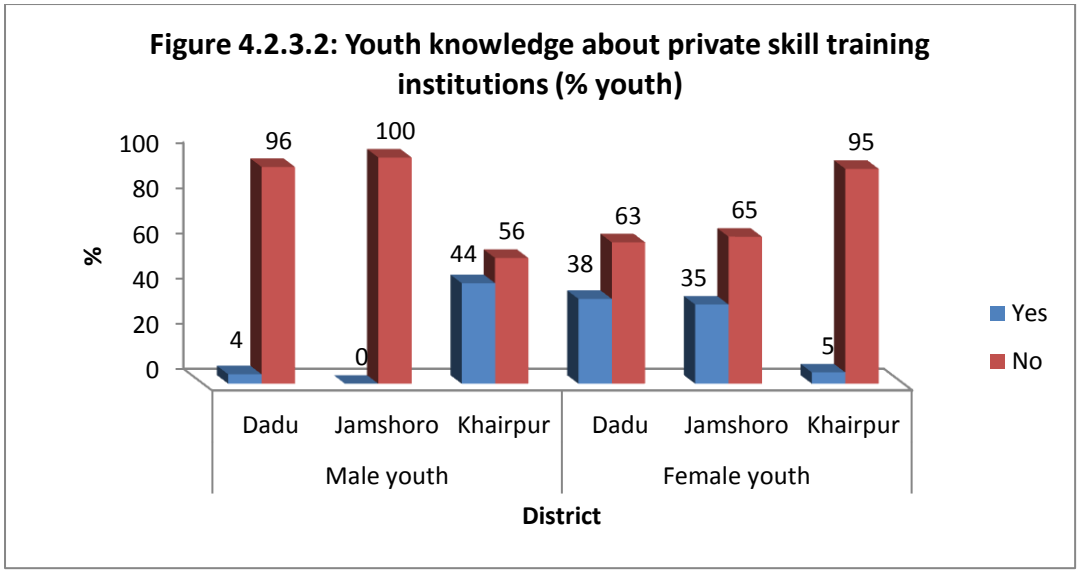
None of the youth both male and female responded if they had obtained any skills training. However majority of the youth was aware of the benefits of skill training as summarized in table 4.2.3.4. Regarding the question if they knew any public and private TVET institutions in their areas, more than half the male youth respondents had some knowledge about the public TVET institutions (more in Dadu district) but not much knowledge about private TVET institutions in their areas (Figure 4.2.3.1). On the hand female youth had little knowledge about public institutions (except in Khairpur where there was more knowledge) but little knowledge about the private institutes (Figure 4.2.3.2).

Table 4.2.3.4: Female youth understanding about skill training (Percent)

Female understanding	**Dadu**	**Jamshoro**	**Khairpur**
Don't know	8	50	12
Best option for easy earning, a source of earning especially for the poor to overcome poverty and remunerative	37	35	65
Skill can enable us for future challenges	25	0	35
Skilled person have more respect	8	15	12
Every girls should get skill	21	0	6
Male youth understanding	Dadu	Jamshoro	Khairpur
Don't Know	25	45	63
Skill makes the person useful	45	45	5
Skills is a better tool for earnings and increased income and provides job opportunities	10	10	19
Skills helps to improve crafting skills	5	0	5
Skills help trained youth for batter future	15	0	5

Figure 4.2.3.1: Youth knowledge about public skill training institutions (% youth)





Both the male and female youth respondents were asked to list top trades for male and female youth. A mix of responses came from the respondents in the three districts. These are shown in table 4.2.3.6 prioritized in terms frequency (number of respondents mentioned the trade). An interesting trend could be seen. Female youth was more interested in handicrafts and related skills, whereas male youth had preference for men related trades. This prioritization is consistent with our national social structure traditionally well accepted and practiced in the society.

Table 4.2.3.6: Top trade of training male and female youth

Male Trade	**Frequency**	**Female Trade**	**Frequency**
Auto Mechanic	21	Tailoring	19
Building electrician	13	Rillis/Quitty making	15
Tailoring	11	Handicraft	13
Welding	10	Sindhi & Balochi Cap	9
Computer	6	Paranda	8
Plumber	6	Glass work stitched on a dress	8
Refrigerator	5	Hand Embroidery	6
A.C Technician	4	Machine embroidery	5
Mobile repair	4	Beauty polar	5
Motor cycle mechanic	4	Enterprise/marketing	4
Carpenter	4	Birth making (colored glasses)	2
Electronic	3	TBA/LHV Training	2
Hand pump technician	3	Nursing	2
Painter	3	Business development skill	1
Driving	2		

The youth was also probed with some lead questions to get their perception about the value of technical skills. All (both male and female) agreed that skilled persons have more job opportunities and are paid more. The youth perception about gender was very clear (at least during the interview). All agreed that both male and female should have equal opportunities for skill development and jobs.

About the challenges that youth (male and female) perceived in skill training, the following responses were summarized and suggestions for improvement listed (Table 4.2.3.7). Major issue of the youth (both male and female) was lack of skill development institutions in the area, financial constraints and lack of transport facilities to the TVET institutions being far away. They suggested that the skills centers should be established at the village levels, which would resolve most problems.

Wage rates for various skilled workers available in the village/ market were obtained from key youth informants as given in the table 4.2.3.8. The interesting part is that the youth was aware of the prices that are offered to skilled labour.

Table: 4.2.3.7: Youth response on main issues in skilled trainings and proposed solutions

Male Youth	Female youth
• Don't know • Faraway school is our main problem • Financial assistance is also required for youth to be trained • Lack of access due to transport • Provide equipments after training • Information about TVET institutions in the area is not available	• Don't know • Faraway Skill centre is our main problem • Financial problem • Less opportunities available for female skill training. • Transport problem to skill centre should be solved.
Suggestions for improvement	
Male response • After training financial assistance is also required to buy equipment. • Training institutions should be village based to start village level skill training • Provide training opportunities to youth • Provide transport facility up to Skill centre • Training for better business understanding	**Female response** • Provide us school, skill training centers and health facility • Provide us village based skill training institutions (skill centre in nearest school) • Provide financial assistance to skilled females

Table 4.2.3.8: Per day wage for skilled person

Male-Opportunity for Skilled person	Average Wage/Day (PKR)	Female-Opportunity for Skilled person	Average Wage/Day(PKR)
Auto mechanic	500	Beauty parlor	400
Building electrician	600	Birth Maker (set of colored glasses sufficient for a dress)	350
Carpenter	400	Embroidery	700
Electrician	500	Female dress	800
Mechanic	320	Handicraft	400
Mobile repair	300	Rilly	500
Motor cycle mechanic	500	Glass work stitching on a dress	350
Painter	700	Tailoring	250
Plumber	600		
Refrigerator/AC	600		
Tailoring	250		
welding	300		

4.2.4 Craft women survey results

Women empowerment through crafting skills is becoming an increasingly convincing tool. Craft women generally in Sindh are traditionally involved in activities producing various items of value and these skills can be termed as a kind of cultural asset.

A sample of 87 crafts women were interviewed from random household sample (30 respondents per district each from Dadu and Jamshoro and 27 respondents from Khairpur district). On average 44% of these craft women come in age group of 16 to 29 years and 50% respondents were above 29 years of age. A small proportion of craft women (6%) were in the below 16 years age group. It was interesting to note that in Dadu district a higher percentage of the craft women (77%) were in the youth age group (16-29 years), whereas in Khairpur the craft women mostly were in above 29 years of age group (table 4.2.4.1).

Table 4.2.4.1: Age group of Craft Women (%)

Age group	Dadu	Jamshoro	Khairpur
<=16 year	7	3	4
(16 - 29)	77	40	15
Above 29 year	17	53	81

All the sample crafts women worked from their homes with a little evidence of working in groups as only 10% crafts women from Dadu and 23% from Jamshoro worked in a group of 3-4

women. In Jamshoro the group work was a bit extended as another 10% respondents worked in a group of 5-6 (Table 4.2.4.2). All these 100% craft women operated from home.

These crafts women were at large involved in fabric based handicrafts mainly including the making of bed sheets, embroidery, rallies and cloth sewing. These products accounted for 68% of the sample craft women in Dadu, 89% in Jamshoro and 73% in Khairpur. In Khairpur another 25% respondents were involved in Birth production which includes a set of different colour made of glass or perhaps refined plastic. Perhaps craft women from Khairpur seemed to have additional skills in Birth making, whereas Dadu women had additional interest in handkerchief, sagi/paranda, belt and mirror work. Jamshoro district seemed to have some additional expertise in Gaj (sidhi gala) and Paranda.

Table 4.2.4.2: Percent Craft Women working together

No. of craft women	Dadu	Jamshoro	Khairpur
(1 - 2) women	90	67	100
(3 - 4) women	10	23	0
(5 - 6) women	0	10	0

Table 4.2.4.3: Major craft items (% women reporting)

Item	Khairpur	Jamshoro	Dadu
Sewing cloths	26	32	18
Embroidery	2	32	25
Rallis	45	21	18
Bed sheets	0	4	7
Birth	25	0	0
Handkerchief	0	0	10
Gaj (Sindhi gala)	0	6	0
Mirror work	0	0	3
Belt	2	0	5
Paranda	0	4	5
Sagi (type of paranada)	0	0	8

Regarding marketing and entrepreneurial practices, it was found that above 70% of the respondents in all the districts purchased their raw material from the nearby towns whereas the rest managed these from village shopkeepers as shown in figure 4.2.4.1. These handicraft products were sold mainly to other women in the village who might be serving as middle agent for markets in towns. It was not possible to interview the middle agent which would have helped explore value chain for these products. Perhaps consumer market survey may provide some guidance regarding the value chain (table 4.2.4.4). Prices of these items ranged from Rs. 250 of cloth sewing to Rs. 1500 of bed sheets and embroidery work. Pocket insignificant presence of

various skills like belts, parandas, mirror work, Gaj, handkerchiefs and Saggi were also reported by respondents with a price range of Rs. 20 of belt and Rs. 700 for Gaj (Table 2.2.4.5).

Less than half of craft women in Dadu and Jamshoro and only 4% in Khairpur used their own brand names (Table 4.2.4.6). Craft women did not keep business records and therefore could not report about the income/revenue from the sale of their products. All the women use own sewing machine and felt the need to replace it but lack resources. The brand is mainly attributed to their own names.

Majority of women designed their own products. In Dadu 7% craft women reported that they got help from some specialized women in the village in designing of the products and only 3% respondents mentioned that printed catalogues were used. In Jamshoro 7% craft women also reported using printed catalogues (see figure 4.2.4.2).

The craft women especially in Dadu and Khairpur districts got sufficient orders (80%) for their products (figure 4.2.4.3). On the other hand only 35% of the women in Jamshoro reported that they got sufficient orders. The craft women in all the districts mentioned during discussions that their products were mainly consumed locally and there was little demand for their products from outsiders. This was perhaps due to lack of awareness and linkages with the market. Another reason might be that the quality of their products was not up to the market standard. This needs to be further explored.

The fact that all the craft women interviewed had learned the skills from their mother or family member or from other women in the village and none of the craft women got training from any formal training institute (table 4.2.4.7) certainly will have implications for the quality of their products. Lack of formal training together with other factors e.g., family restrictions (purdha) must be constraining the craft women to interact with market for establishing linkages with market intermediaries. If women were given a space to go outside it might have enhanced their awareness about markets and would have helped them improve quality and designs and in fetching higher prices.

While majority of the craft women were interested and felt the need for formal training and many were willing to take admission in some TVET institutions even outside their villages, but none of sample craft women were aware of any TVET institution where they could obtain the training.

Table 4.2.4.4: Craft products are sold (% women reporting)

Option	Dadu	Jamshoro	Khairpur
Other women in the village	96	100	89
Village shopkeeper	0	0	11
Someone from the town come and buy	4	0	0

Table 4.2.4.5: Average Price of Craft item (Pak. Rs.)

Item	Average Price/Item (Rs.)
Dress Sewing	250
Hand Embroidery	1500
Rally	560
Handkerchief	9
Birth (set of different colour	500
Bed sheets	1500
Gaj (Sindh Galla) Dress chest	700
Mirror work on clothes	250
Belt	Large range: 20-200
Paranda	148
Sagi (type of paranda)	125

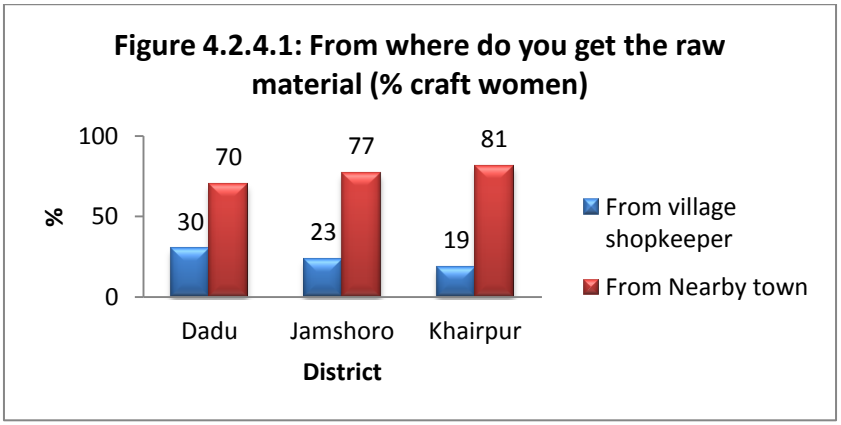
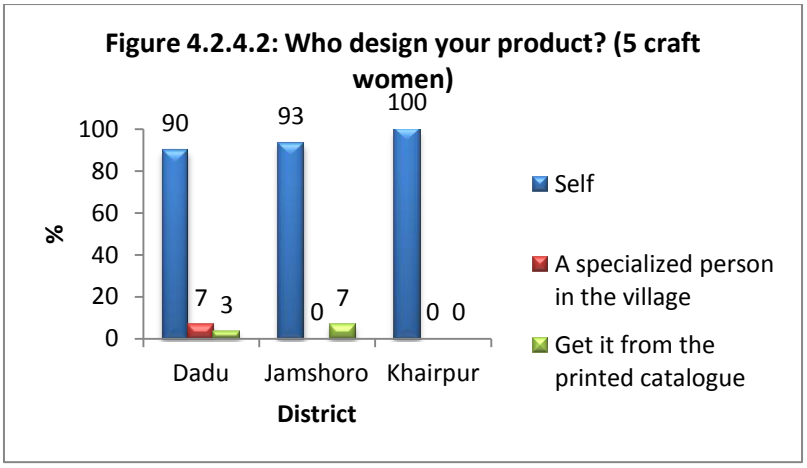


Table 4.2.4.5: Percent craft women using their own brand names

District	Yes	No
Dadu	33	67
Jamshoro	47	53
Khairpur	4	96



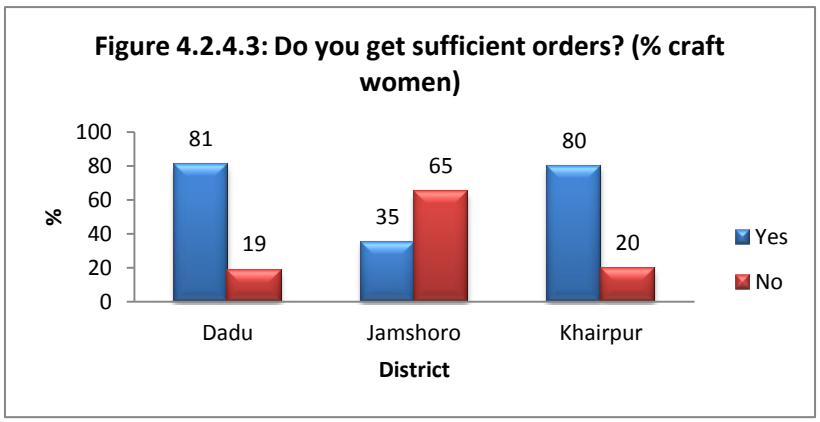


Table 4.2.4.7: Craft women source of learning (% women)

Option	Dadu	Jamshoro	Khairpur
From mother or any household member	90	97	96
From others women in the village	10	3	4
From TVET institution in nearby town	0	0	0

Regarding the craft women empowerment and their control over the income they earned, majority of the craft women (especially in Dadu and Jamshoro) mentioned that they personally took decision to contribute spending the income from crafting mainly to run home expenditures (table 4.2.4.8). However, in Khairpur district, 78% women reported that father/husband had taken the income they earned from crafting. The data further revealed that only 6-7% of the crafts women in Dadu and Khairpur districts had their bank accounts and the rest neither have any bank account nor they felt any need to have bank account. The monthly average income reported by the craft women was about Rs. 4000/ month which were a significant contribution to the already low household income. However, craft women income could be increased many fold if they are provided improved skills/ equipment and linked to the main market. These

suggestions also came from craft women themselves (see below list) and they considered them necessary for improving their skills, productivity and business as follows:

- A need for skill training at nearest locations preferably in the village.
- A need for awareness for marketing their products.
- Establishment of village skill centers preferably separately for female.
- Support for expansion of their business in craft production.
- Provision of latest equipments.

Table 4.2.4.8: Percent women who have control on income they earn from crafting

Option	Dadu	Jamshoro	Khairpur
Father/Husband takes it	27	17	78
I personally run the home expenditure, spend it where needed	73	83	22

4.2.5 Craft Consumer Market Survey Results & Analysis

In each district, the field team conducted interviews with 10 owners of the craft market shop (30 total sample) to get their perception about the craft market business, sources of craft product supply and demand for various products and if the products were commensurate with consumers satisfaction and how the quality could be improved.

About half of the respondents were found to be satisfied with the craft business and the other half were not satisfied with their craft business. Reasons were also explored. Those who agreed that the market was flourishing mentioned various reasons but can be summarized in one sentence that there is now greater demand for the craft products (Dadu had higher positive response up to 80%, no one agreed in Jamshoro and only 30% agreed in Khairpur). Those who were not satisfied with the craft business mentioned that demand for handicraft has significantly reduced especially for handmade crafts and sindhi topi etc and there is less profit margin now (Table 4.2.5.1).

Table 4.2.5.1: Reasons for respondents' satisfaction /dissatisfaction about the craft business

Option	Dadu	Jamshoro	Khairpur
Reasons of those who agree			
Good sale	10	0	0
Still peoples like traditional product	30	0	20
Demand has increased for handicrafts	20	0	0
Now a day there is demand of handmade shoes	10	0	10
Total	80	0	30
Reasons of those who do not agree			

Now customers do not like handmade products	10	50	40
There is less margin of profit	0	10	0
Demand of Sindhi topi and Ajrak reduced	10	30	10
Peoples interest now reduced	10	0	10
Reduced demand	0	10	10
Total	30	90	70

The respondents provided information about quantity sold per month and source of supply for various products. These were prioritized simply by summing up the number of responses for each product sold. The results are given in Table 4.2.5.2. Ajrak, sindhi topi, rali and gaje were frequently reported and the rest were mentioned less frequently. These products were reported to come mainly from Hala market which is famous for handicrafts. Some also mentioned Hyderabad and Kandkot.

Regarding the question that whether the consumers were satisfied with the designs of the handicraft items, 80-90% respondents were positive. No suggestion came out from the survey as to how the designs could be improved.

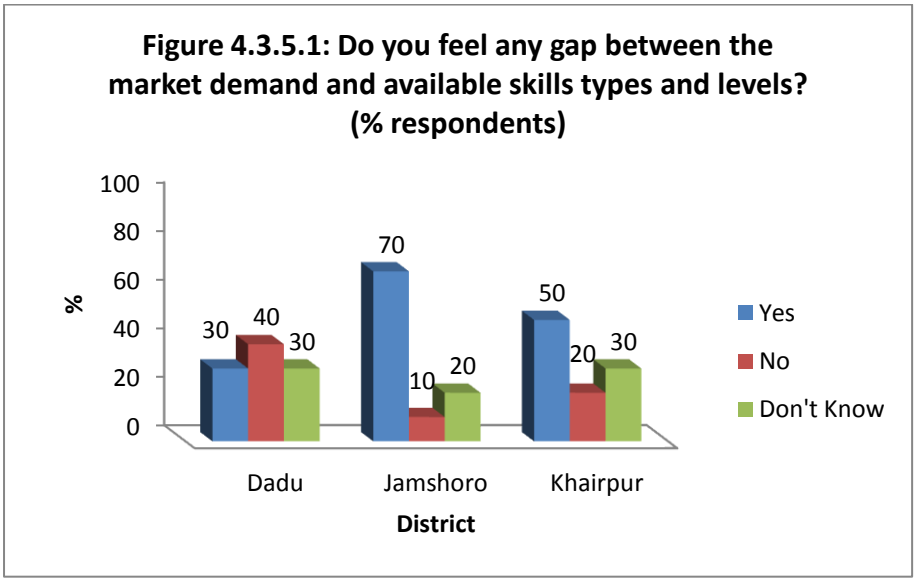
Table 4.2.5.2: Handicraft items, quantity sold/month and Supply source

Name of Product	**Frequency**	**Quantity sold per month**	**Supply Source**
Ajrak	21	100	Hala
Shindhi Topi	18	90	Hala, Hyderabad
Rali	12	150	Hyderabad
Gaje	10	250	Hala
Sindhi Gala	7	100	Hala, Hyderabad
Hand fan	4	70	Hala
Karhay chadir	3	84	Hyderabad
Hand purse	2	50	Kandkot, Hyderabad

When asked about the TVET institutions and if the courses they offered were commensurate with the market demand, about 60% respondents disagreed especially in Dadu and Khairpur but in Jamshoro only 30% (means 3 respondents) were not satisfied. Reasons were however not provided (Table 4.2.5.3). The respondents also felt a gap between the market demand for craft product and quality of available skills e.g., 70% respondents in Jamshoro, 50% in Khairpur and 30% in Dadu felt this gap (Figure 4.2.5.1) but it was not clear to all the respondents as to what was the gap and how it could be reduced. A mix of response was provided by the respondent about the statement that skill development could be a major mean for reducing poverty.

Table 4.3.5.3: Do you agree with statement TVET institutions offer courses commensurate with the market demand (% respondents)?

Option	Dadu	Jamshoro	Khairpur
Strongly Disagree	50	20	50
Disagree	10	10	10
Somewhat agree	10	0	0
Agree	10	10	10
Don't Know	20	60	30



Some general suggestions also came from the respondents for skill development in the craft market. These included for example that the government and all of us should work towards saving the traditional skills, that financial support should be provided to improve the capacity of skilled workers in crafting sector, and that the labour department should protect these people through implementation of laws and regulations.

In general and especially looking at the above results with mixed responses (some even had no answer - e.g., don't know) suggested that there was a major information gap not only among the general public but also among the business community about TVET and skill development for women, and the role that technical skills can play in providing job opportunities and in reducing overall poverty.

5. Summary of Baseline Data against Project Log Frame Indicators

Objective/ Result Level	LFA Indicators	Baseline Indicator	Baseline			
			Dadu	Jamshoro	Khairpur	Average
Overall Objectives: Improvement of accessibility to TVET leading to professional employment of marginalized communities in rural areas of Sindh with 50 percent more earnings compared to the baseline finding	• Employment in the selected districts of Sindh is increased	Percent employed	7.1	9.9	8.4	8.4
		Percent skill person employed (Ustad-shagird)	5	6	4	5
	• TVET services are promoted for the marginalized people in Sindh	Percent villages who can access TVET institutions within 5 KM	0	22	25	16
		Percent villages who are aware about TVET institutions in the area	23	18	30	24
		Percent of Youth in the village enrolled in TVET institutions	0	0	0	0
Specific Objective 1. Improving accessibility and success rate of 3,200 unemployed poor youth in three selected districts (Dadu, Khairpur and Jamshoro) of Sindh in TVET leading to with 50 percent more earnings compared to the baseline finding	• Improved access of poor unemployed youth to the TVET trainings in Sindh	Percent youth with access to TVET Institutions	0	0	0	0
	• at least 70% of the beneficiaries are employed in the trade and industry/self employed and earning minimum 50% above the minimum wage announced by the Government	Monthly Income of the Skilled person (in PKR)	10,167	10,000	10,150	10,106
		Monthly income unskilled person (in PKR)	8,401	8,186	9,458	8,682
		Monthly Income of craft Women (in PKR)	7,500	6,100	5,000	6,200
Specific Objective 2. Improving economic empowerment of 1600 poor women in three target districts by enhancing handicraft, designing, production and entrepreneurial skills , and linkage development with	• Improved handicrafts skills to 1600 poor women in three target districts	The existing skills of craft women are all traditional as mostly craft women learn craft skills from their mother and other women in the village (0 base can be used)				
	• 50% increase in income/ earning level of 70% of the beneficiaries	Monthly Income of Skilled Youth (In PKR)	10,167	10,000	10,150	10,106
		Percent of youth contribution to household income through un-skilled work	11	20	16	15.3

potential national and international markets leading to 50 percent more earnings compared to the baseline finding						
	• 50% of the trained women are contributing in family earnings	Percent of Women contribution to household Income	9	15	5	9.7
	• 10-15 new product designs introduced in the potential markets	Existing Number of Product in surveyed area	10	6	4	7
		Percent of product designed by specialized person	7	0.0	0.0	2.3
	• 5 new skill development courses certified by the relevant government authorities and institutions	No. of Existing certificate courses in TVET Institutions	8	6	9	8
	• (New product profiles; Government certifications of new courses)	It is output indicator data is not available	-	-	-	-
Result 1: 3200 (2630 male and 570 female) poor unemployed youth (men, women, youth and disabled) are gainfully employed and earn income 30% above the baseline findings	• At least 70% of the trained/graduated beneficiaries are gainfully self employed/employed by the trade and industry	Percent skilled person employed	5	6	4	5
	• and report earnings 50% above the baseline findings	Monthly Income of the Skilled person (In PKR)	10,167	10,000	10,150	10,106
		Monthly Income craft Women (In PKR)	7,500	6,100	5,000	6,200
Result 2: 3200 (2630 male and 570 female) poor unemployed youth (men, women, youth and disabled) are gainfully employed and earn income 30% above the baseline findings	• At least 70% of the women take pride in their handicrafts	Percent of craft Women take pride in their work	33	47	4	28
	• At least 70% of the trained women producing value added handicrafts and	Percent craft women sell craft items directly to nearby town	6	0	11	6

	are well connected in supply chain mechanism	% Purchased raw material from village Shopkeeper	30	23	19	24
	• At least 70% of the trained women feel empowered and enjoy economic freedom	Percent women feel empowered and enjoy economic freedom	73	83	22	59.3
	• (Gender Empowerment Measure (GEM); Beneficiary Customer Satisfaction Index	GEM on the basis of % women engaged in paid employment	0.3	0.4	0.2	0.29
		Beneficiary Customer satisfaction (Before project intervention)	0	0	0	0

6. Summary of conclusions and recommendations

- TVET sector continue to suffer with myopic thinking and is undergoing a restructuring process to position itself as a demand-driven training sector in line with the emerging market demand and introduce competency based training to ensure that its training programs are addressing the requirements of local, provincial and national needs.
- TVET with a renewed focus is gaining movement ~ the renewed policy focus both at national and provincial levels provides a structure that may help improve the TVET's sector.
- There is big gap between the supply and demand of rightly trained skilled labour .
- There is general perception that the TVET institutes teach theory and little practical training. There is a need to develop TVET curriculum as per the evolving global situation and demands ` more emphasis on practical.
- There is substantial lack of awareness about formal skill training institutions at all levels. Majority does not know about the formal skill training institutes and some only have heard about them. There is also a need for awareness raising and to uplift the status of skilled persons in fields which are socially less respected in rural areas.
- Youth at the village has either no occupation or work as wage labour in the informal sector (female youth has high proportion with no occupation).
- Technical services in the villages are provided mainly by skilled technicians' trained on-the-job (ustad-shagird) mostly from nearby town. In no cases, we found a person trained in the village from any formal skill training centers.
- Only 10% of the women were found doing crafting (HH survey). None have obtained any formal training.
- A large scope exist to work with local skilled labour and to enhance their capacities for service provision in the villages.

7. Annexure

Annex-1: Random Sample Selected of UCs and Villages on TVET Project

S.N	District	Selected Ucs	Selected Village	No. of HHs
1	Khairpur	Mehar Ali	PirMangrio	624
2			DurMohdPhulpoto	48
3			NihalBalouch	153
4			Mehar Goth	90
5			GulMohdbalouch	142
6		Khurra	RasoolBuxNareja	54
7			Larrhe	379
8			Bahaul Din Arain	83
9			PannahMitlo	55
10			Khabrri	107
11	Jamshero	Channa	Karampur	300
12			Ali Khanana	180
13			Ali Murad Panjotho	250
14			Mataro Khan Gaincho	70
15			Chhutta	650
16		Bubak	WaliMohdRodnani	300
17			Hamzo Khan	150
18			SherMohdKhoso	100
19			Miyani Ari Sirai	400
20			Miyani	150
21	Dadu	Muradabadchanna	Haji Atta MohdJatoi	51
22			WaliMohdJamali	80
23			SoonhyoonAbra	50
24			Allahyar Lund	37
25			Rahim Lund	25
26		M.Y.M.kalhoro	Hussain Detho	67
27			Shah ShakarGanj	25
28			Lutif Ali Bhand	83
29			JumoPanhwar	41
30			Haji QasimBhand	25

Note: Three villages were replaced in district Jamshoro because these either were flooded away or had small number of households in the village.

Annex-2: List of Relevant International Conventions on Core Labour Standards

Convention	Date of Enforcement	Main Theme
Freedom of Association and Protection of the Right to Organize Convention 1948[10]	July 09, 1948	This fundamental convention sets forth the right for workers and employers to establish and join organizations of their own choosing without previous authorization. Workers' and employers' organizations shall organize freely and not be liable to be dissolved or suspended by administrative authority, and they shall have the right to establish and join federations and confederations, which may in turn affiliate with international organizations of workers and employers. Bifurcated in four main parts including i) Freedom of Association ii) Protection of the right to organize iii) Miscellaneous Provision and iv) Final Provision and 21 explanatory articles.
C098 - Right to Organize and Collective Bargaining Convention, 1949 (No. 98)[11]	July 01, 1949	This fundamental convention provides that workers shall enjoy adequate protection against acts of anti-union discrimination, including requirements that a worker not join a union or relinquish trade union membership for employment, or dismissal of a worker because of union membership or participation in union activities. Workers' and employers' organizations shall enjoy adequate protection against any acts of interference by each other (16 articles).
Forced Labour Convention, 1930 (No. 29)[12]	June 28, 1930	It encapsulates a wide range of issues right from defining the term to fixing responsibilities & chalking out measures for the member states on suppressing the forced or compulsory labour (33 articles).
Abolition of Forced Labour Convention, 1957 (No. 105)[13]	1957	The above mentioned Forced Labour Convention was supplemented by this Convention. It substantiates as well as updates the Forced Labour Convention. This has caused certain exceptions to the abolishment were canceled. Furthermore the Convention outlines specific purposes for which forced labour can never be imposed. Thus, forced labour can never be used for economic development or as means of political education, discrimination, labour discipline, or punishment for having participated in strikes (10 articles).
Minimum Age Convention, 1973	1973	It aims to pursue a national policy designed to ensure the effective abolition of child labour and to raise progressively the minimum

[10] http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_INSTRUMENT_ID:312232:NO
[11] http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_INSTRUMENT_ID:312243:NO
[12] http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_INSTRUMENT_ID:312174:NO
[13] http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_INSTRUMENT_ID:312250:NO

(No. 138)[14]		age for admission to employment or work. The convention replaces several similar ILO conventions in specific fields of labour (18 articles).
Worst Forms of Child Labour Convention (No. 182)[15]	1999	This Convention covers all boys and girls under the age of 18 in line with the definition of the child under the UN Convention on the Rights of the Child. It calls for 'immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency.' At the end of 2010, this Convention had been ratified by 173 of the 183 member States of the ILO.[16]
Equal Remuneration Convention, (No. 100)[17]	May 23, 1953	The convention provides definition, sets forth the basic criterion for establishing remuneration as well establishes the grounds for equal remuneration for Men and Women workers for work of equal value
Discrimination (Employment and Occupation) Convention, 1958 (No. 111)[18]	June 15, 1960	The convention is concerned about discrimination in respect of employment and occupation. This and the above Convention are the hallmarks of the Gender equality and equity.

[14] http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_INSTRUMENT_ID:312283:NO

[15] http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_INSTRUMENT_ID:312327:NO

[16] http://www.un.org/en/globalissues/briefingpapers/childlabour/intlconvs.shtml)

[17] http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_INSTRUMENT_ID:312245:NO

[18] http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_INSTRUMENT_ID:312256:NO

Annex-3: List of Public Technical & Vocational institutes in the Target Districts:

S.NO	INSTITUTE NAME	CITY	TEHSIL	STREAM	GENDER
District Khairpur					
1	Government Commercial Training Institute, Govt. Monotechnic Building	Pir Jo Goth	Kingri	Commerce	Male
2	Government College of Education in Commercial Practices	Khairpur	Khairpur	Commerce	Male
3	Government Monotechnic Institute, Bozdar Wada Road	Tharimirwah	Khairpur	Technical	Co-Education
4	Government Commercial Training Institute. Near Faizabad Colony, Khairpur, Mir	Khairpur	Khairpur	Commerce	Male
5	Government College of Education in Commercial Practices Commercial Practices, Buzdar Wada Road	Tharimirwah	Khairpur	Commerce	Co-Education
District Dudu					
1	Government Polytechnic Institute, Johi Road	Dadu	Dadu	Technical	Male
2	Government Commercial Training Institute, Court Road	Dadu	Dadu	Commerce	Male
3	Government Vocational School	Dadu	Dadu	Vocational	Female
4	Government Vocational Institute, Market Road	Dadu	Dadu	Vocational	Co-Education
5	Government Vocational School	Thairi muhabat	Mehar	Vocational	
District Jamshoro					
1	Government Vocational School	Jamshoro	Kotri	Vocational	Female
2	Government Vocational School	Sehwan Sharif	Sehwan	Vocational	Female
3	Government Monotechnic Institute	Sehwan Sharif	Sehwan	Technical	Male
4	Government College of Education in Commercial Practices, Sehwan Camp at GMI	Sehwan Sharif	Sehwan	Commerce	Male

Source: extracted from http://www.navttc.org/downloads/TVET%20Institutes%20Detail.pdf

Annex-4: District Level Case Studies

Annex-4.1: Perception of TVET Institutes in the Targeted Districts

In depth interviews using a questionnaire but with open questions for discussion with key informants was done by the baseline survey team (6 TVET institutes - 3 public and 3 private) in each district. Results suggest are summarized below.

All the TVET institutions were positive with the performance of their institutes and rated as very good , good and satisfactory. The following generic basis were put forward by the institutes for positive performance in each district as shown in the below table.

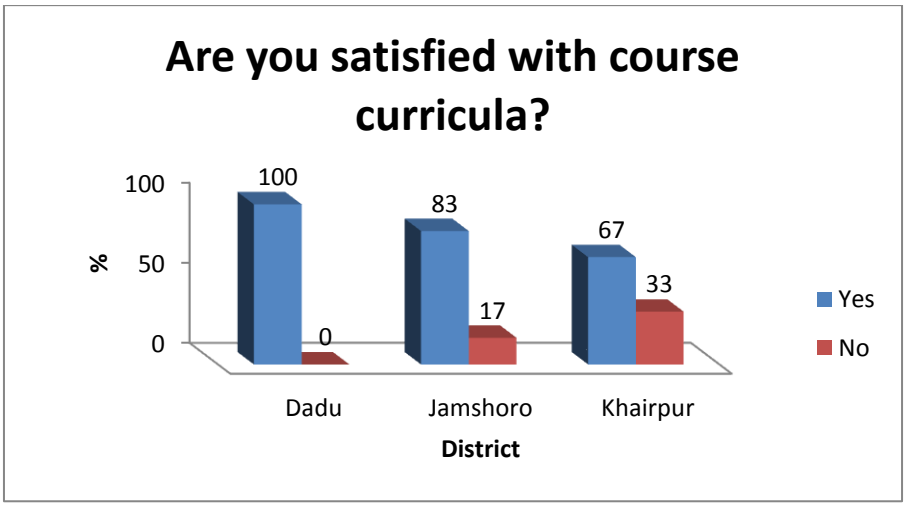
Dadu	Jamshoro	Khairpur
First Reason		
• Due to more practical & theoretical work • Good Building • Good Environment • Punctuality • Talented Staff	• Good Environment • Good performance • Qualified Faculty • Talented Staff	• Good Environment • Qualified staff • Good standard
Second Reason		
• Qualified Staff & Equipment • Quality Education • Quality of Trainings	• Good Equipment • IMC is constituted & functional • Qualified Staff	• Latest Equipments • Quality of education

Training material and equipment were reported to be adequate in the institutes but reported that the IT facilities are not sufficient and also they lack Hostel facilities at the institutes.

The students' enrolment rate varies from 50 to 150 in all the districts. The trades offered by these institute per district both for male and female are shown in the following table. While admissions are open for both male and female but natural classification exist and are shown accordingly in the table in parenthesis as (M/FM). Majority of the institutes responded that these courses are according to the market demand and the supply of trained persons is less than the demand. However, not many students are attracted to these skills. Those who join us perform well.

Dadu	Jamshoro	Khairpur
• Auto Mechanics (M) • Civil work (M) • Computer (M/FM) • Graphics design (M/FM) • Diploma in IT (M/FM) • Electrical (M) • Electronics (M) • Mobile repair (M) • Office Automation (M) • Plumber (M) • Welding (M) • Handicrafts (FM) • Machine Embroidery (FM) • Tailoring & Dress Making (FM)	• Air Conditioning (M) • Computer (M/FM) • Graphics design (M/FM) • Mobile repair (M) • Carpenter (M) • Plumber (M) • Tailoring & Dress Making (FM) • Hand Embroidery (FM) • Machine Embroidery (FM) • Handicrafts (FM)	• Air Conditioning (M) • Auto Mechanics (M) • Civil work (M) • Graphic design (M/FM) • Diploma in IT (M/FM) • Electronics (M) • Mechanical work (M) • Mobile repair (M) • Office Automation (M) • Plumber (M) • Welding (M) • Tailoring & Dress Making (FM) • Hand Embroidery (FM) • Handicrafts (FM)

Majority of the responding institutes in Dadu and Jamshoro were satisfied with course curricula as shown in the following figure.



They also mentioned that the institutes have specialized teachers who provide competency based training to the students. These specialized teachers are easily available in the districts. Only in Khairpur two institutions were not fully satisfied with the course curricula. They mentioned that a balance needs to be maintained between theory and practical work. Public and private partnership was also emphasized in all the districts.

When asked about their perception about which of the government bodies are involved in the development of course curricula, they mentioned the various organizations (varies by district) as shown in the following table. An additional question was asked from the respondents about the specific involvement of Business and Industries. In all the districts the answer was affirmative.

Dadu	Jamshoro	Khairpur
• Sindh Board of Technical Education (Karachi) • IT Department • Benazir Income Support Programme • Social Welfare Department • Institute of Commercial Management (ICM)	• Sindh Board of Technical Education (Karachi) • IT Department • Benazir Income Support Programme	• Sindh Board of Technical Education (Karachi) • IT Department • Benazir Income Support Programme •

Regarding the question about how the coordination between TVET institutions and industries be improved, following suggestions came-out.

- Join market surveys be conduct and fresh needs incorporated in the course curricula
- Trained student should be given internship in the industries
- By introducing reforms at policy level on how the diploma/certificate holders be absorbed in the industries.

Other suggestions by the respondents from TVET institutes:

- Business Community, Industrialists, Government should work together for improvement of TVET.
- Conduct market demand survey and modify course curricula.
- Enhance awareness at grass root level about the benefits of technical skills.
- Establish more local and national level industries.
- Improve TVET for new marketable product.
- Quota for low income and special people be enhanced.
- Enhance financial resources for TVET institutes to be better equipped.
- Sharing of trained persons from TVET institutions with public and private level organization.
- Enhance the skills in traditional craft products for better competition in national and international markets.
- Develop market linkages of the peoples in craft industries to minimize the role of meddle man.

Annex-4.2: Information on Micro-Finance Institutions in the Target Districts

Microfinance services play an important role in poverty reduction through offering micro-loans in order to financially facilitate those having the capacity to work and repay.

In discussions with MFIs key informants, it was reported that in the targeted districts leading institutions including Sindh Bank Ltd., Thardeep Micro Finance Unit, Khushhali Bank Ltd. and The First Micro Finance Bank offer micro financial services to the rural communities. With the exception of Sindh Bank Ltd., the rest of the microfinance institutions rely largely on group lending where the group provides guarantee for repayment in the shape of social collateral. The systems of all these institutions require for strict discipline in terms of conducting social appraisal of the group and intended borrower as well as technical appraisal of the proposed new or ongoing activity.

Main sectors covered through these microfinance providers are micro and small enterprises, livestock and agriculture with the loan size ranging from Rs. 10,000 to Rs. 150,000 depending on the nature and potential of activity and the repayment capacity of the borrower. Sindh Bank Ltd. offers a wide range of around 21 microfinance products for various clients and activities whereas Khushhali Bank Ltd., does offer a product with the name of " Gold Cash Sahulat" with a loan amount of Rs. 25,000 to Rs. 150,000. The micro financing is mainly directed towards running business as cash injection. now business need higher loan limit.

Service Charge rates are largely 22% with the exception of Gold Cash Sahulat products, which charges upto 30%. The service charge rate is calculated on declining balance method. Based on group lending mechanism most of the Microfinance providers enjoy a reasonable recovery rate from skilled persons with less default aging. Sindh Bank Ltd. and Thardeep Microfinance Unit have 100% recovery whereas Khushhali Bank and First Microfinance Bank with more than 85% recovery rate.

Annex-4.3: Perception of Chamber of Commerce, Trade and Industries

Chamber of Commerce and Industries District Dadu

The chamber of commerce and industries, Dadu perceives its role especially in the protection and promotion of the local businesses, facilitating the local investors to link them to both national and international markets and providing investment opportunities to foreign investors for investment in the district. The chamber has a plan to restart the inactive industrial zone in DADU district and to work for the promotion of women in traditional crafting work.

The Chamber is also working towards the promotion and development of small household industries and small scale businesses. In this regard, chamber has established two skilled training centers and has also made a separate committee for the purpose. It intends to promote the traditional handicrafts skills along modern lines. Government institutions shall facilitate us in holding seminars and exhibitions both nationally and internationally so that the demand for these traditional handicrafts increases nationally and internationally. We tried to organize an exhibition from Malaysia in the district but the district management refused security clearance.

The district has a limited number of young skilled labours available who only works locally, but lack quality and therefore would not be able to compete in the international market or even in the national market. Local skilled labour knowledge comes from ancestors and this indigenous knowledge is passed through generations. If the local skilled labour is given internships nationally or internationally we might see a positive and a significant result.

The chamber has tried a lot in the Dadu district to give an opportunity to the skilled women labour. In order to do that the working conditions and environment should be made better so that the skilled women laborers feel secured about themselves and their skills. In this regard, the government needs to take legal actions and work with the civil societies and business firms to strictly implement labour laws and legislations to give opportunities to the skilled women. The chamber had never thought about the promotion of skilled disabled people, but would promote the disabled skilled labour after this discussion.

It was reported that including DADU district and the whole Sindh area, labour law is nowhere to be found nor any official from the labour department has ever contacted us. Labour policy might be there but lacks implementation because of influence of political parties and corruption in the labour ministry. There is little awareness about the laws and policies among small scale industries and traders, due to which a huge informational and communication gap is developing. If the ministry of labour takes positive steps, the Chamber of Commerce will be happy to work with the Ministry to implement the labour laws in the district.

We sent nine recommendations to the 'TVET Institutions' keeping in view emerging market demands see list below). Only one recommendation regarding the CNG installation and repairing was accepted and approved, budget for which has not been released even after one year. The market is being flooded now with modern skills for example Mobile business and in DADU district a lot of work is needed to be done in this area. Other modern skills include refrigeration, generator repairing, business software, salesman etc. No formal skill training facilities exist for youth in the district, especially there would be a need to establish skill training centers along modern scientific lines so that they can compete in the national and international market.

List of recommendations proposed by Chamber of Commerce, district Dadu

1. CBG Kit Installation and repairs;
2. Refrigeration
3. Business software
4. Mobile repairing
5. Sales man training
6. Ups installation and repairing
7. Auto mechanic
8. Computer hardware

Chamber of Commerce Hyderabad, Jamshoro

Respondent: Mr. Mohtamir Baig, PRO

The major role of the chamber is trade & industries development and export promotion.

The laws and regulations for the labors are available with relevant labor department; however there is a dire need that these laws should be implemented on ground. Our Chamber is taking firm initiatives for accurate & amicably implementation of such laws. There are lots of rights for industrial labors in the law but some sectors are in assorted situation. Some solid achievement could be made in other industries but there are much more difficulties for labors in Bengal industry, because it partially comes under industries and partially under trade. Moreover the labors of this industry are not organized and registered.

The Chamber is also involved in small industry sectors. In this regard, a delegation from Women Chamber of Commerce – Lahore was invited for sharing relevant information. We also developed a female entrepreneur site but it is not much effective as these workers are not organized at any platform.

There are sufficient skilled human resources available locally for meeting market demands. But unfortunately they have lack of opportunities for presenting their skills and getting jobs. There is a recession passing on in textile industry, we had 450 industries in Hyderabad Zone but now only 25 industrial units are functional. The engineering sector however is gaining some momentum.

A lot of skilled human resources qualified from technical institutes are available and they have sufficient potential/talent. Many public and private organizations are producing good results. But we have to develop their curriculum as per the evolving global situation and demands.

At the moment two types of handicrafts are available in market. These are handmade handicrafts and other machine made handicrafts. The quality of these products is good enough for local market but we have to focus on exports for the international market.

The local skilled females should be organized and their capacities should be built. The special/disables skilled craftsperson should also be brought on board and their capacities should also be enhanced so that they can earn income for their livelihoods. .

Mechanized farming is an area where skilled persons are needed. The chamber in collaboration with USAID is working on this project. Another area is the traditional female specific crafting activities. They need training, financial assistance and information regarding national & international markets. This is much lacking area and need attention.

Annex-4.4: Perception of Small Scale Employers

Baloch Electric Workshop, Sehwan, District Jamshoro

Respondent: Mr. Naveed Baloch

I am also a Diploma holder from a Vocational Institute. There are a lot of public and private institutes offering a variety of technical courses, but they focus on theoretical work and for practical learning one has to go to field (workshop). I own this workshop and the only

qualified/trained person from a technical institute in my workshop. We try to get only trained persons from the field who know the work. I have only male trained staff who got his training in the local market. I do not want to hire qualified staff trained from technical institutes because on the job training with practical skills and paid on daily wages are less demanding. They work on daily wage, get training and then start their own businesses. The skills training institutes teach theory to students and the practical learning is very nominal.

There should be equal opportunities and rights for both males & females. But traditionally females are not working in workshops in our area. Therefore we have only skilled males and female never contacted us.

In our area there are no noteworthy technical institutes but they have limited capacity to supply suitable trained staff to the local market. Therefore there is not much demand of the trained persons in the market. There should be a full complete workshop along technical lines instead of vocational or training institutes as in abroad where the students get training in practical work with some theory.

There should be awareness campaign; organizing imperative seminars and the institutes should arrange exposure visits to various industries for their students.

Noor Muhammad Engineering Workshop,Gumbat, Khairpur Miras

Respondent: Mr. Noor Muhammad

I just know that there are some technical institutes who train manpower in engineering. I don't know much about the nature, level of learning and how they train people. Trained technicians developed in local workshops or shops are available here and we hire them. I have eight staff members who work for me and getting on the job technical skills. Mostly locals come to me for gaining such skills. No qualified technician from an institute came to us for a job and even if someone contacts me, I will never hire qualified persons trained from institutes because they don't know their job well and also demanding high wages. I don't know much about these institutes but I heard that they merely give degrees.

Traditionally in our area females don't work in factories as well as they are not permitted to do so. But things are changing and we should involve women in technical work. No special/disabled person work with us but some disabled persons work in other workshops and good at work. I already told you that technical institutes only give degrees. If somebody has sufficient skills then he has enough opportunities around.

We all can work collectively if government facilitates us. I would like to say that good technical institutes should be established at sub-district (Tehsil) level and trained staff from these institutes should be given opportunities for employment.

Aqeel Haider Shah ICE Factory, Khairpur

Respondent: Syed Haider Raza Rizvi

Aqeel Haider is the manager of this factory. He is young of age 28 years and his Uncle (who is the owner of this factory) is also chairman of Ice factory Association, Khairpur. He mentioned that there are 80 such factories in the district and all have employed skilled labour trained through Ustad-Sahgird because these have practical knowledge. In his factory too there 7 skilled workers

(plumber, electrician, mechanics, generator operator, and lubricant oil change persons), and all come from the informal Ustad-Shagird system.

Skilled person from technical institutes are employed only by large factories in the district but there a small proportion of technicians are from Sindh and the rest are employed from Punjab because they are more trained. The technicians from Sindh have diplomas but they are not appropriately skilled and do not know how to operate machines. The Ice factory Association is lobbying to train the technician from the formal technical training schools to balance the teaching with theory and practical. Technologies and machines have been provided by the government and available with the institutes but the teachers themselves have no skills to operate these modern machines.

He proposed that the teachers need to be trained first on how to operate these machines. He also recommended that some short courses for the skilled workers from informal systems should be introduced in TVET institutes for operation and maintenance of specialized machines. For example compressors in refrigeration and Ice factories need to be repaired and maintained on a regular basis. Technicians need specialized training in this field.

He mentioned that the labour laws are followed by his factory. However he was not aware about the labour law and the existence of the district officer. However he had some clues about the child labour which is not employed in his factory and that he pays the salary to his staff on monthly basis (But in Cash because the workers have no bank account).which is unlawful In discussion, he mentioned that he will talk to his uncle to implement old age benefit all across the ice factories.